

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, April 17, 2025
Start Time	5:30 PM
End Time	6:30 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Due date: 4/17/2025

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Due date: 4/17/2025

Documents

- Minutes-2025-03-06-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

3. Public Comments

3.1. Public Comments

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

4. Action Items

4.1. Revised Master Plan for English Learners

Discuss and take action regarding the changes required including the reclassification process for learners with IEPs.

Due date: 4/17/2025

4.2. 2024-2025 2nd Interim Budget

Discuss and take action regarding the 2024-2025 2nd Interim Budget.

Due date: 4/17/2025

Documents

- Empower Generations 24.25 Alternative Form MYP (1).pdf
 - Empower Generations 24.25 Alternative Form.pdf
-

4.3. 2024-2025 Revised Budget

Discuss and take action regarding revisions of the current year budget.

Due date: 4/17/2025

Documents

- EG 24.25 Live Budget planning.pdf
-

4.4. School Director Employment Agreement

Discuss and take action regarding the School Director employment agreement.

Due date: 4/17/2025

5. Discussion and Reports

5.1. Ethnic Studies Graduation Requirement

Discuss the ethnic studies graduation requirement.

Documents

- Ethnic Studies Board Presentation-Empower Generations.pdf
-

5.2. Revised iCA Service Agreement

Discuss the revised iCA Service Agreement.

Documents

- DRAFT Resource Sharing Agreement 25-26.pdf
-

5.3. School Director Report

6. Consent Items

6.1. Check Register

7. Board Comments

7.1. Board Comments

8. Closing Items

8.1. Board Member Resignation

Michelle's resignation from the Board and gratitude for all her years of service to Empower Generations.

8.2. 2025 Board Development Dinner

Assembly Bill 2158 requires a two hour Ethics Training for all CA School Board Members. This training will be given at this year's Board Development Dinner by CSDC founder, Eric Premack. If you cannot attend this event, you are required to take the online training to receive the required certificate of completion.

8.3. Graduation Date

June 5, 2025 at 5:30 p.m.

8.4. Next Meeting Date

Board Members mark their calendars and confirm quorum.

Thursday, May 15, 2025 at 5:30 p.m.

8.5. Adjournment

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

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

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

MEETING MINUTES - Empower Generations Board

Meeting

Date	Thursday, March 6, 2025
Started	6:35 PM
Ended	7:56 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular Scheduled Meeting
Chaired by	Tapau Osborne
Recorder	Roselia Calderon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 6:35 p.m.

Status: Completed

1.2. Roll Call

All Board Members were present except Michelle Fluke.

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: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- Minutes-2025-01-23-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 Comment was made.

Status: Completed

3. Action Items

3.1. K12 Strong Workforce Program MOU

Allison Bravo, iCA Support Provider, presented the K12 Strong Workforce Program MOU and answered questions of the Board.

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Status: Completed

Documents

- SWP_MOU_7_EG (1).pdf

3.2. 2025-2026 School Calendar

Discuss and take action regarding the 2025-2026 School Calendar.

Kim Lytle, iCA Support Provider, presented the 2025-2026 School Calendar.

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- 2025-26 iLEAD Calendars Empower Draft 2501151600.pdf

3.3. 2023-2024 Audit Report

Discuss and take action on the Audit Report for 2023-2024.

Kelly O'Brien, iCA Support Provider presented the 2023-2024 Audit Report.

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- Empower Generations 24 Audit Report.pdf

3.4. 2024-2025 1st Interim Budget

Discuss and take action regarding the 2024-2025 1st Interim Budget.

Kelly O'Brien, iCA Support Provider presented the 2024-2025 1st Interim Budget, answered questions of the Board, discussion took place. The Board asked that an action item is added to the next agenda to discuss additional staffing compensation for this year's budget.

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- Empower Generations 2024-25 First Interim Budget Alternative Form and MYP.xlsx - Alternative Form (4).pdf

3.5. Board Approvers

Discuss and take action regarding Board Member who signs for expenditures as needed and is notified of School Director's time off.

Sajae Davison presented the Board Approvers, discussion took place. Tapau will be added to accounts payable systems for School Director reimbursements and Keisha will be added to ADP for School Directors requested time off.

Motioned: Tapau

Seconded: Annaliisa

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

3.6. Board Vacancy

Discuss and take action regarding adding a new Board Member to the team.

Kim Lylte, iCA Support Provider presented the Board Vacancy. Board Members approved Keisha Como as new Board Member.

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- Approved - Amended Bylaws - Empower Generations - May 2020 (1).pdf
-

4. Discussion and Reports

4.1. LCAP Mid Year Update

Discuss Mid Year LCAP Data.

Sajae Davison, presented the LCAP Mid Year Update and answered questions of the Board.

Status: Completed

Documents

- EG LCAP Mid Year.pdf
-

4.2. School Director Report

Sajae Davison presented the School Director Report and answered questions of the Board

Status: Completed

5. Consent Items

5.1. Personnel Report

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- 03.06.25_EG_PersonnelReport.pdf

5.2. Check Register

Motioned: Annaliisa

Seconded: Tapau

Unanimously Approved

Michelle Fluke Absent.

Due date:

Status: Completed

Documents

- EG Payment Register_20250205.pdf
- EG Payment Register Summary_20250205.pdf
- EG Payment Register Summary_20250226.pdf
- EG Payment Register_20250226.pdf

6. Closed Session

6.1. Public Employee Performance Evaluation

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

No Closed Session held.

Status: Completed

7. Report of Closed Session - No Closed Session held

8. Board Comments

8.1. Board Comments

Annalissa welcomed Keisha and told her she does remember her! Annaliisa asked about prom, Sajae mentioned that Seniors were not interested and might blend in with other iLEAD Schools or have a mystery dinner for them.

Status: Completed

9. Closing Items

9.1. 2025 Board Development Dinner

We are pleased to host the 2025 Annual Board Development Dinner on April 24 from 4:00 - 8:30 at the Mitchell River House. Look for RSVP and information in your Board Email.

The Board was invited to the 2025 Board Development Dinner.

Status: Completed

9.2. Annual Form 700

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

Kim Lytle, iCA Support Provider reminded everyone of the Annual Form 700.

Status: Completed

9.3. Graduation Date

June 5, 2025 at 6:00 p.m.

Board Members were invited to the graduation on June 5, 2025 at 5:30 p.m.

Status: Completed

9.4. Next Meeting Date

Board Members mark their calendars and confirm quorum.

April 17, 2025 at 5:30 p.m.

Next meeting date is April 17, 2025 at 5:30 p.m.

Status: Completed

9.5. Adjournment

Meeting adjourned at 7:53 p.m.

Status: Completed



English Learner Master Plan

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Empower Generations's EL Master Plan Introduction

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

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

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

Overview of Programmatic Goals for English Learners

A core part of Empower Generations's mission is to meet the educational needs of all learners in an environment that fosters an appreciation for and understanding of other languages and cultures. To that end, Empower Generations values and implements [*The Principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and*](#)

Practices for English Learners (CA EL Roadmap). <https://www.cde.ca.gov/sp/el/rm/>

The four principles of the CA EL Roadmap include:

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

One focus area for Empower Generations's ELs is based on Principle One: Assets-Oriented and Needs-Responsive Schools. Empower Generations's staff members are responsive to different EL strengths, needs, and identities and support their socio-emotional health and development. Programs and people value and build upon the cultural and linguistic assets learners bring to their education in a safe and affirming school climate. Educators value and build strong family, community, and school partnerships. When ELs feel valued and included in the school community, their language achievement is enhanced.

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

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

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

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

- **The Enrollment Process**
- **Language Proficiency Assessments**
- **Correction of Classification Errors**
- **Professional Development For Staff and Administrators On Initial Identification, Placement, And Related Parental/Guardian Rights/Informed Consent**
- **Reclassification**
- **Criteria Used For Reclassification**
- **Reclassifying English Learners With Disabilities**
- **Monitoring Progress Of Reclassified Learners**

Enrollment Process

Empower Generations seeks to enroll learner populations that serve and reflect the demographics of the local region. Accordingly, Empower Generations complies with federal, state, and county mandates regarding

identifying, enrolling, instructing, assessing, and monitoring ELs. Below are the steps taken upon enrollment.

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

Home Language Survey Questions

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

Language Proficiency Assessments

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

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

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

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

Initial Fluent English Proficient **(IFEP)**

Intermediate English Learner **(EL)**

Novice English Learner **(EL)**

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

Correction of Classification Errors

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

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

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

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

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

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

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

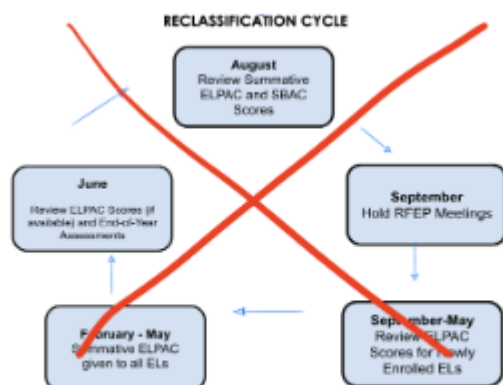
Professional Development for Staff/Administration on Initial Identification, Placement, and Related Parent/Guardian Rights

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

Reclassification (Criteria Used for Reclassification, Monitoring Progress Of Reclassified Learners, and Reclassifying English Learners With Disabilities)

Reclassification is the process whereby a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

This chart has been removed because reclassifications can now take place at any time during the academic year, immediately upon the student meeting all the criteria.



Criteria Used for Reclassification

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

Criterion 1: *Assessment of English Language Proficiency*

Criterion 2: *Teacher Evaluations*

Criterion 3: *Parent Consultation*

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

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

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

Reclassifying English Learners With Disabilities

The reclassification criteria apply to ELs who have special needs; however, the Summative ELPAC is given with designated and non-designated supports and accommodations as determined by the iep team. For ELs with the most significant cognitive abilities, the Alternate ELPAC is given when deemed appropriate. Once it is determined that a learner takes an alternate state assessment, that learner must take alternate versions of other state assessments. The IEP team should be consulted when reclassifying an EL with special needs. IEP teams should verify that in addition to meeting the criteria for reclassification, learners with ELD goals in their IEPs have mastered those goals before the learners are reclassified.

The IEP team must utilize 4 criteria to determine reclassification:

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

- The IEP team will utilize a basic skills assessment (NWEA MAP) or an equivalent assessment.
- **Criterion 4: Parent/Guardian Option and Consultation**
 - The IEP team will consider parent/guardian input.
 -

This chart has been added to update RFEP criteria for learners with disabilities.

Criteria	Kinder-1st	2nd	3rd-5th	6th-8th	9th-10th	11th-12th
ELPAC Results	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3	ELPAC Overall score of 4 or Alternate ELPAC Overall 3
SBAC or MAP Scores	Score at or above 30th percentile on MAP Reading	Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Overall 2 on CAA or Score at or above 30th percentile on MAP Reading
Facilitator Evaluation	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL	Teacher Evaluation/ *OPTEL
Parent Consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation

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

Monitoring Progress of Reclassified Students

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

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

CHAPTER 2: INSTRUCTIONAL PROGRAM

- **Instructional Program Options**

Instructional Program Options

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

With the collaborative instructional model, learners receive support from their peers, classroom facilitators (general education facilitators), Care Team personnel (paraprofessionals), parent/guardian volunteers, and student support personnel.

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

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

Coding EL Programs and Courses in the SIS

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

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

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

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

All other classes: Code 3-Integrated ELD Instruction Only

CHAPTER 3: Instructional Services For English Learners

- Research-Based Instructional Frameworks That Inform Our Practice With English Learners
- Ongoing Training and Professional Development
- Service Model For English Learners
- Availability and Use Of ELD Materials

Research-Based Instructional Frameworks That Inform Our Practice With English Learners

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

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

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a teaching approach that can be used across the curriculum to support ELs. It emphasizes the importance of supporting ELs in acquiring academic skills and knowledge, while at the same time learning English through comprehensible input. The practice was based on linguistic theories laid out by a number of researchers,

including Dr. Steven Krashen and Dr. James Cummins, who developed *Contextual Interaction Theory*.¹ At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible input and a supportive affective environment. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. Language is acquired because of the context in which it is contained.

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

The four major components of this teaching approach are:

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

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

Ongoing Training and Professional Development

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

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

Service Model For English Learners

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

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

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

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

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

CA ELD Standards—Parts and Strands

Part I: Interacting in Meaningful Ways
A. Collaborative (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts
B. Interpretive (comprehension and analysis of written and spoken texts)
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources
C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works
A. Structuring Cohesive Texts
1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
B. Expanding and Enriching Ideas
3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision
C. Connecting and Condensing Ideas
6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

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

Strategy	How it helps:	How it works:
Language Objectives (separate from Content Objectives)	<ul style="list-style-type: none"> Builds academic English by focus on major language form, function and/or vocabulary focus separate from content objective 	<ol style="list-style-type: none"> Facilitator writes separate language and content Objectives for lessons, students read aloud together. Teacher refers to objectives throughout lessons and revisits objectives with learners at the end of the lesson to identify if learners have met the objective.

Vocabulary Building (Cognitive Content Dictionary)	<ul style="list-style-type: none"> • Learners think about thinking • Builds vocabulary • Aids in comprehension 	<ol style="list-style-type: none"> 1. Facilitator chooses a word 2. Learners, in teams, guess what it means 3. Facilitator gives the meaning with hand motions 4. Facilitators explains the word's origins 5. Facilitators provides dictionary definition 6. Learners use the word in a sentence 7. The word becomes a signal word
Language Forms and Functions	<ul style="list-style-type: none"> • Helps learners focus on higher level grammatical forms and functions for understanding receptive language (listening, and reading) and producing higher level expressive language (speaking and writing) 	<ol style="list-style-type: none"> 1. Facilitator provides sentence frames and vocabulary related to cross content language forms and functions 2. Facilitator reminds learners to speak and write using the focus language forms and functions.
Sentence Frames	<ul style="list-style-type: none"> • Guides speaking and writing • Shows proper use of vocabulary • Gets students talking 	<ol style="list-style-type: none"> 1. Facilitator provides first words of a sentence or portion of a sentence, which might include key vocabulary or a language function that students are learning (i.e. compare & contrast) 2. Learners use those words and then add their own to finish the sentence
Pictorial Input Chart	<ul style="list-style-type: none"> • Helps learners understand Organizes information • Becomes a resource for learners 	<ol style="list-style-type: none"> 1. Facilitator makes a chart drawing with labels it 2. As learners watch, facilitator traces in marker and explains 3. Facilitator revisits to add word cards and images and to review concept 4. Learners draw and label their own picture or color the class chart
Real objects (Realia)	<ul style="list-style-type: none"> • Links words with objects • Aids in understanding 	<ol style="list-style-type: none"> 1. Facilitator brings in real object 2. Facilitator names and explains object 3. Learners see, hear, smell, touch, taste object and use language to describe their experience
Photographs and Pictures (Visuals)	<ul style="list-style-type: none"> • Links concepts with images • Aids in understanding 	<ol style="list-style-type: none"> 1. Facilitator brings in photograph or image 2. Facilitator names and explains image 3. Learners look at image and have opportunities to use language frames to describe the objects or photographs they are observing

CHAPTER 4: Family and Community Involvement

• Parent/Guardian and Community Participation

Parent/Guardian and Community Participation

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

Legal Requirements

California Education Code – Section 52176 states, “A school site with 20 or more pupils of limited English proficiency shall establish a school level advisory committee on which parents/guardians of such pupils constitute membership in at least the same percentage as their children represent of the total number of pupils in the school. The school may designate for this purpose an existing school-level advisory committee that meets the criteria stated above. A School Site with 21 or more English Learners (ELs) must have a functioning EL Advisory Committee (ELAC) that meets the following requirements”

- Parent members are elected by parents or guardians of English Learners. The parents shall be provided with the opportunity to vote in the election.
- Parents of ELs constitute at least the same percentage of the committee memberships as their children represent the student body.
- ELAC advises site leadership and staff on the school's program for ELs.
- ELAC assists in the development of the school's needs assessment assists with efforts to make parents aware of the importance of regular school attendance.
- ELAC receives training to assist members in carrying out their legal responsibilities.

Steps for Establishing an ELAC

1. Determine the number of parents/guardians of English Learners that need to be on the committee.
2. Determine the preliminary advisory committee size. The law is silent on the

size of the committee. The requirement is that the percentage of parents/guardians of ELs serving on the ELAC must be at least the same as the percentage of ELs enrolled in the school.

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

Selection of ELAC Officers

The following are the ELAC Officer positions and responsibilities:

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

1) Election Policies and Procedures:

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

2) Replacement During the Year:

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

CHAPTER 5: Monitoring, Evaluation, and Accountability; Purposes of EL Program Monitoring, Evaluation and Accountability

- Program Evaluation
- Progress Monitoring Of English Learners
- Program Evaluation

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

Goal	Evaluation Questions
1. Implementation EL programs are fully implemented as described in this plan.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Master Plan for English Language Learners useful to facilitators, administrators, and parents/guardians as a tool to meet the needs of ELs? 1.3 Are ELs at high schools gaining access to academically rigorous core classes?
2. English Proficiency ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.	2.1 What percentage of ELs have increased at least one level on the ELPAC? 2.2 What percentage of ELs have Reclassified?
3. Academic Progress a. ELs will make steady progress in core academic subjects b. ELs in our school 5 years or longer will meet grade-level standards in core academic subjects	3.1 Are increasing percentages of ELs making steady academic progress on SBAC-ELA? 3.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math? 3.3 Are ELs not making steady academic progress being identified and appropriately served? 3.4 Are increasing percentages of ELs in our school 5 years or longer meeting all criteria required for Reclassification? 3.5 Are ELs (and RFEPs) in high school making expected progress toward graduation?

4. Decrease Risk of Failure

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

- 4.1 Are ELs (and RFEPs) not overrepresented in the following categories:
- Suspensions, expulsions, other discipline
 - Dropouts
- 4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?
-

Progress Monitoring Of English Learners

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

EL performance is tracked by ELPAC scores, NWEA MAP, classroom observation, and formative assessments that reflect the level of mastery of the CA ELD and Common Core State Standards.

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

CHAPTER 6: Meeting State and Federal Compliance Requirements

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

Authorization To Teach English Learners

Empower Generations strives to meet CA EL Road map, Principle Three: System Conditions that Support Effectiveness, whereupon each level of the

Empower Generations school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Empower Generations staff collaborates to plan and implement tiered levels of support to ensure learning.

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

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

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

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

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

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

To ensure data accuracy we commit to:

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

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

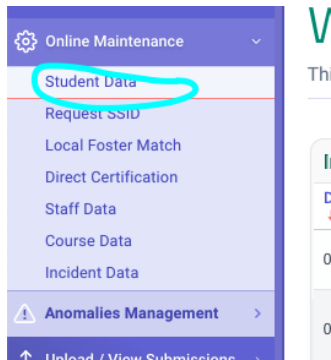
English Language Acquisition Codes

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

Process for English Learner Status and Primary/Home Language

When a learner is being enrolled:

1. **Check CALPADS** for Language Acquisition Status and Primary Language
To find a learner when you do not have an SSID, on the left-hand side of the screen in CALPADS, click on "Online Maintenance" and then choose " Student Data".



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

The screenshot shows a search interface with three tabs: 'Search by SSID', 'Search by Demographics / Request SSID' (circled in red), and 'Search by Enrollment'. Below the tabs are two buttons: 'Student Lookup' and 'Request SSID'. A text block explains the search criteria: 'Using at least two criteria, enter a student's demographic information then click the Search button. For this section, Student Lookup, wildcards may be used as part of the query. A wildcard is a partial entry of more than two characters followed by an asterisk, (for example: Sch* or Stu*). If the query is successful the results will be displayed in a table below. If no results are found, click on Request SSID above (next to the Student Lookup button) to try the search with additional criteria, or select the Search by Enrollment tab to search using enrollment data.'

The form contains the following fields:

- Last Name:
- First Name:
- Middle Name:
- Birth Date:
- Birth Country:
- Gender:

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

The screenshot shows the same search interface as before, but with the following fields populated:

- Last Name:
- First Name:
- Birth Date:

At the bottom right, there are two buttons: 'Clear Fields' and 'Search'.

Click on the learner's name.

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

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

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

1 - 6 of 6 items

Demographics

Address

Student English Language Acquisition

Student Program

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

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

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

Learning Studios	Teachers	Portal	Help	Type
Enrollment	Support Staff	IS Staff Assoc	Discipline	Classes
MA	Med	Special Programs/Accomm	TOMS	School Activities
Tests				

Student Dashboard

GPA Types & Class Rank

Title

Click on “EL”.

Profile	Work Permits	Student Dashboard
MTSS	504	SPED
SPED Services	EL	Counseling

Student Accommodations

43050 Bobby Jones Dr #10

Enter the EL status and date from CALPADS.

MTSS 504 SPED SPED Services **EL** Counseling

Start Finish Status Edit
No historic EL records

Current English Learner Information

English Language Acquisition Status: -- Choose --
 English Language Acquisition Status Date:

Instructional Setting: -- Choose --

Support Staff: EL Coordinator ⚠ Not Yet Assigned

Attends Classes: ☐ Speech ☐ Resource

Service Received: -- Choose --
(this list is prioritized, select the first item on the list which applies)

Completion of ESL/ELD Date:

Source for EL Info:

Notes (Teacher Viewable):

In Pathways, click on “Registration”.

Admin Reports Learning Studios Teachers Portal Help

Search List **Registration** Enrollment Support Staff IS Staff Assoc Discipline Classes Med Special Programs/Accomm TOMS School Activities Tests Transcripts Cume

Work Permits Student Dashboard

MTSS 504 SPED SPED Services **EL** Counseling

Start Finish Status Edit
No historic EL records

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

Search List **Registration** Enrollment Support Staff IS Staff Assoc Discipline Classes Med

Work Permits Student Dashboard

Student Registration: Gonzalez, Ivan

Demographics District ID Pre Reg & Prev School Family Information **Ed Level & Language Survey** DASS APLUS HDC A

Copy Data to New Sibling

(Last modified by Shantoria Goodman on 03/03/2021 10:34 am)
(Student record created by Shantoria Goodman on 03/03/2021 10:32 am)

Demographics *

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

Set all values to English

Primary Language: * Language the student first learned, is spoken by the student, or in the case of student too young to speak, the language spoken most frequently by adults in the home. English (Press the “E” key to jump to “English”)

First Language: * Which language did your child learn when they first began to talk? Spanish

Home Language: * Which language does your child most frequently speak at home? English

Language Spoken by Parents to Student: Which language do you (the parents and guardians) most frequently use when speaking with your child? English

Language Spoken by Adults at Home: Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)? Spanish

English Fluency: Is the student fluent in English? Yes

English Proficiency Level has been moved to the Accommodations Tab under EL

Delete Student & Records **Save**

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

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

English Proficiency Level has been moved to the Accommodations Tab under EL

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

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

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

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

Search List **Registration** Enrollment IS Staff Assoc. Discipline Classes Med Special Programs/Accounts

Student Registration: Greenburg, Kelly

Demographics Pre Reg & Prev. School Family Information Ed Level & Language Survey ASAM APLUS NSLP Accommodations/Releases

[Copy Data to New Sibling](#)

(Last modified by Danijela Kuric on 10/19/2015 11:03pm)
(Student record created by Admin ILEAD on 08/27/2015 1:04pm)

Pre-Registration Information

Intake Date SCVI Anticipated 'Classes' Anticipated Educational Program Anticipated School Track Program P

Previous School/Enrollment Details

Entry Type Stevenson Ranch Elementary Previous School Previous School Address

Public school in the same district Previous School Type

☒ Check here if foreign, schooling in the US ☐ Enrolled less than 3 cumulative years in the U.S. (if born outs

08/13/2008 DATE First Enrolled in the U.S. DATE First Enrolled in this state DATE First Enrolled in Kindergarten

PreK Grade First Enrolled in District PreK Grade First Enrolled in School *Schoolyear Student First Entered 9th Grade

APPENDIX B: English Learner Reclassification Form

(the information added is highlighted)

EL Reclassification Monitoring Form



Name_____

Grade_____

DOB_____

Primary Language_____

Assessment Measure	Assessment Score	Yes/No
ELPAC/ ALTERNATE ELPAC	Overall Score of 4: Yes/No or Overall Score of 3 (Alt. ELPAC): Yes/No If not, cannot Reclassify.	
CAASPP ELA or MAP Reading	CAASPP ELA Score of 3 or 4: Yes/No (attach results) Or CAA ELA Score of 2 or 3: Yes/No Or MAP Reading At or Above 50th Percentile: Yes/No (attach student profile report) Or MAP Reading At or Above 30th Percentile (learners with IEPs only): Yes/No (attach student profile report) If not, cannot Reclassify.	

Parent/Guardian Signature_____ DATE_____

Facilitator Signature_____ DATE_____

Administrator Signature_____ DATE_____

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

Revised 4/2025

APPENDIX C: ED Code 11518.20

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

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Empower Generations
CDS #: 19-75309-0134619
Charter Approving Entity: Acton-Agua Dulce Unified School District
County: Los Angeles
Charter #: Los Angeles
Fiscal Year: July 1, 2024 to June 30, 2025

2024-2025 (populated from Alternative Form Tab)						
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025-26	Totals for 2026-27
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,058,502		1,058,502	1,185,553	1,216,772
Education Protection Account - Current Year	8012	13,302		13,302	14,502	14,502
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	33,329		33,329	36,336	36,336
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		1,105,133		1,105,133	1,236,391	1,267,610
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		11,760	11,760	11,995	12,235
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	40,209	40,209	40,609	41,221
Total, Federal Revenues		0	51,969	51,969	52,604	53,456
3. Other State Revenues						
Special Education - State	StateRevSE		57,863	57,863	59,020	60,200
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	3,485		3,485	4,304	4,437
Lottery - Unrestricted and Instructional Materials	8560	11,542	6,749	18,291	18,474	18,659
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	130,261	130,261	72,298	51,715
Total, Other State Revenues		15,027	194,873	209,900	154,096	135,011
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	63,312	321,788	385,100	225,026	157,401
Total, Local Revenues		63,312	321,788	385,100	225,026	157,401
5. TOTAL REVENUES		1,183,472	568,630	1,752,102	1,668,117	1,613,478
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	237,284	0	237,284	186,074	187,935
Certificated Pupil Support Salaries	1200	0	63,633	63,633	64,270	64,912
Certificated Supervisors' and Administrators' Salaries	1300	144,100	0	144,100	145,541	146,996
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		381,384	63,633	445,017	395,885	399,843
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	112,011	0	112,011	113,131	114,262
Non-certificated Support Salaries	2200	0	33,600	33,600	33,600	33,600
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	103,120	30,000	133,120	134,451	135,796
Other Non-certificated Salaries	2900	16,848	0	16,848	16,848	16,848
Total, Non-certificated Salaries		231,979	63,600	295,579	298,030	300,506
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025-26	Totals for 2026-27
3. Employee Benefits						
STRS	3101-3102	62,711	12,154	74,865	75,614	76,370
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	20,408	7,887	28,295	28,539	28,786
Health and Welfare Benefits	3401-3402	65,309	868	66,177	69,486	72,960
Unemployment Insurance	3501-3502	2,679	1,336	4,015	5,642	5,642
Workers' Compensation Insurance	3601-3602	6,812	64	6,876	6,939	7,003
Retiree Benefits	3701-3702	3,850	0	3,850	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		161,769	22,309	184,078	186,220	190,761
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	12,481	0	12,481	10,281	7,781
Books and Other Reference Materials	4200	125	0	125	125	125
Materials and Supplies	4300	19,100	0	19,100	9,170	8,770
Non Capitalized Equipment	4400	15,885	0	15,885	4,130	130
Food	4700	350	0	350	0	0
Total, Books and Supplies		47,941	0	47,941	23,706	16,806

5. Services and Other Operating Expenditures						
Sub Agreements for Services	5100	0	0	0	0	0
Travel and Conferences	5200	7,000	25,357	32,357	22,600	12,626
Dues and Memberships	5300	4,577	0	4,577	4,577	4,623
Insurance	5400	14,856	0	14,856	14,856	15,005
Operations and Housekeeping Services	5500	19,000	0	19,000	17,000	13,500
Rentals, Leases, Repairs, and Noncap. Improvements	5600	173,785	0	173,785	174,715	176,462
Professional/Consulting Services and Operating Expend.	5800	19,520	393,731	413,251	363,648	369,513
Communications	5900	7,280	0	7,280	7,743	7,819
Total, Services and Other Operating Expenditures		246,018	419,088	665,106	605,139	599,548
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		1,098,911	568,630	1,667,541	1,538,800	1,537,284
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		84,561	0	84,561	129,317	76,194
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim 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)		84,561	0	84,561	129,317	76,194
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	251,586	0	251,586	336,147	465,464
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		251,586	0	251,586	336,147	465,464
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		336,147	0	336,147	465,464	541,658
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	336,147		336,147	465,464	541,658
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assets (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	(0)	0	(0)	(0)	(0)

**CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2024 to June 30, 2025**

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

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Original Budget	1st Interim	Board Approved 2nd Interim(B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES									
1. LCFF Sources									
State Aid - Current Year	8011	1,001,736	1,060,360	1,058,502	451,280	1,058,502		1,058,502	0
Education Protection Account - Current Year	8012	12,500	13,302	13,302	6,250	13,302		13,302	0
State Aid - Prior Years	8019	0	0		0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	31,746	31,471	33,329	14,787	33,329		33,329	0
Other LCFF Transfers	8091, 8097	0	0			0		0	0
Total, LCFF Sources		1,045,982	1,105,133	1,105,133	472,317	1,105,133		1,105,133	0
2. Federal Revenues (see NOTE on last page)									
No Child Left Behind	8290	0	0	0	0			0	0
Special Education - Federal	8181, 8182	11,760	11,760	11,760	0		11,760	11,760	0
Child Nutrition - Federal	8220	0	0	0	0		0	0	0
Other Federal Revenues	8290	38,567	40,209	40,209	33,101	0	40,209	40,209	0
Total, Federal Revenues		50,327	51,969	51,969	33,101	0	51,969	51,969	0
3. Other State Revenues									
Special Education - State	StateRevSE	54,022	57,863	57,863	29,743		57,863	57,863	0
Child Nutrition Programs	8520	0	0	0	0			0	0
Mandated Costs Reimbursements	8550	3,485	3,485	3,485	3,485	3,485		3,485	0
Lottery - Unrestricted and Instructional Materials	8560	15,563	15,563	18,291	5,614	11,542	6,749	18,291	(0)
Low Performing Student Block Grant	8590	0	0	0	0	0	0	0	0
All Other State Revenues	StateRevAO	95,622	95,260	130,261	38,027	0	130,261	130,261	0
Total, Other State Revenues		168,692	172,171	209,900	76,869	15,027	194,873	209,900	(0)
4. Other Local Revenues									
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	329,189	330,362	385,100	58,860	63,312	321,788	385,100	0
Total, Local Revenues		329,189	330,362	385,100	58,860	63,312	321,788	385,100	0
5. TOTAL REVENUES		1,594,190	1,659,635	1,752,102	641,147	1,183,472	568,630	1,752,102	(0)
B. EXPENDITURES									
1. Certificated Salaries									
Teachers' Salaries	1100	212,606	223,161	237,284	138,738	237,284	0	237,284	0
Certificated Pupil Support Salaries	1200	63,633	63,633	63,633	40,571	0	63,633	63,633	0
Certificated Supervisors' and Administrators' Salaries	1300	137,700	137,700	144,100	90,046	144,100	0	144,100	0
Other Certificated Salaries	1900	0	0	0	0	0	0	0	0
Total, Certificated Salaries		413,939	424,494	445,017	269,355	381,384	63,633	445,017	0
2. Non-certificated Salaries									
Instructional Aides' Salaries	2100	72,960	80,341	112,011	28,654	112,011	0	112,011	0
Non-certificated Support Salaries	2200	33,600	33,600	33,600	17,551	0	33,600	33,600	0
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0	0	0	0
Clerical and Office Salaries	2400	127,746	133,120	133,120	81,328	103,120	30,000	133,120	0
Other Non-certificated Salaries	2900	16,848	16,848	16,848	8,038	16,848	0	16,848	0
Total, Non-certificated Salaries		251,154	263,909	295,579	135,571	231,979	63,600	295,579	0

Description	Object Code	Original Budget	1st Interim	Board Approved 2nd Interim(B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits									
STRS	3101-3102	79,062	81,078	74,865	51,357	62,711	12,154	74,865	0
PERS	3201-3202	0	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	25,215	26,344	28,295	13,844	20,408	7,887	28,295	0
Health and Welfare Benefits	3401-3402	66,177	66,177	66,177	27,713	65,309	868	66,177	0
Unemployment Insurance	3501-3502	4,015	4,015	4,015	2,962	2,679	1,336	4,015	0
Workers' Compensation Insurance	3601-3602	6,651	6,884	6,876	4,373	6,812	64	6,876	0
Retiree Benefits	3701-3702	0	750	3,850	1,650	3,850	0	3,850	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0	0	0
Total, Employee Benefits		181,120	185,248	184,078	101,898	161,769	22,309	184,078	0
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	12,300	22,090	12,481	11,731	12,481	0	12,481	0
Books and Other Reference Materials	4200	125	125	125	125	125	0	125	0
Materials and Supplies	4300	18,000	18,340	19,100	5,546	19,100	0	19,100	0
Non Capitalized Equipment	4400	4,052	6,885	15,885	6,963	15,885	0	15,885	0
Food	4700	0	350	350	350	350	0	350	0
Total, Books and Supplies		34,477	47,790	47,941	24,715	47,941	0	47,941	0
5. Services and Other Operating Expenditures									
Sub Agreements for Services	5100	0	0						
Travel and Conferences	5200	25,157	25,357	32,357	1,259	7,000	25,357	32,357	0
Dues and Memberships	5300	4,548	4,577	4,577	2,015	4,577	0	4,577	0
Insurance	5400	14,856	14,856	14,856	6,287	14,856	0	14,856	0
Operations and Housekeeping Services	5500	19,000	19,000	19,000	9,644	19,000	0	19,000	0

Rentals, Leases, Repairs, and Noncap. Improvements	5600	173,785	173,785	173,785	104,050	173,785	0	173,785	0
Professional/Consulting Services and Operating Expend.	5800	416,322	426,365	413,251	222,114	19,520	393,731	413,251	0
Communications	5900	7,110	7,185	7,280	3,049	7,280	0	7,280	0
Total, Services and Other Operating Expenditures		660,778	671,125	665,106	348,418	246,018	419,088	665,106	0
6. Capital Outlay									
(Objects 6100-6170, 6200-6500 for modified accrual basis only)									
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	29,820	29,820	29,820	0	29,820	0	29,820	0
Total, Capital Outlay		29,820	29,820	29,820	0	29,820	0	29,820	0
7. Other Outgo									
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0	0
Debt Service:									
Interest	7438	0	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0	0	0
8. TOTAL EXPENDITURES		1,571,288	1,622,386	1,667,541	879,956	1,098,911	568,630	1,667,543	0
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		22,902	37,249	84,561	(238,809)	84,561	0	84,561	0
Description	Object Code	Original Budget	1st Interim	Board Approved 2nd Interim(B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES									
1. Other Sources	8930-8979	0	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0			0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		22,902	37,249	84,561	(238,809)	84,561	0	84,561	0
F. FUND BALANCE, RESERVES									
1. Beginning Fund Balance									
a. As of July 1	9791	251,586	251,586	251,586		251,586		251,586	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0					0	0
c. Adjusted Beginning Balance		251,586	251,586	251,586		251,586	0	251,586	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		274,488	288,835	336,147		336,147	0	336,147	
Components of Ending Fund Balance:									
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0		0	0	0	
All Others	9719	0	0	0		0	0	0	
Legally Restricted Balance	9740	0	0	0			0	0	
Designated for Economic Uncertainties	9770	274,488	288,835	336,147		336,147		336,147	
Other Designations	9775, 9780					0	0	0	
Net Investment in Capital Assets (Accrual Basis Only)	9796	0	0	0		0	0	0	
Undesignated / Unappropriated Amount	9790	0	0	0		(0)	0	(0)	0

Empower Generations	FY24/25 Preliminary Budget	FY24/25 2nd Interim	FY24/25 Revised Budget
FY2425 Budget	79/62.50	81/66.51	81/66.51
REVENUE			
Principal Apportionment			
8011 - State Funding - Current Year LCFF	1,001,736	1,058,502	1,058,502
8012 - State Funding - EPA	12,500	13,302	13,302
8019 - State Funding - Prior Years	0	0	0
8096 - State Funding - Property Taxes	31,746	33,329	33,329
Total Principal Apportionment	1,045,982	1,105,133	1,105,133
Federal Revenue			
8181 - Federal Special Education - Entitlement	11,760	11,760	11,760
8182-MHADA IDEA	0	0	0
8220 - Federal Child Nutrition Programs	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	38,567	40,209	40,209
8291 - Federal Revenue - Other Revenue	0	0	0
Total Federal Revenue	50,327	51,969	51,969
Other State Revenue			
8311 - Other State Apportionments - Special Education	54,022	57,863	57,863
8312 - Other State Apportionments - Special Education Mental Health			
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0
8520 - State Child Nutrition	0	0	0
8530 - State Child Development Program	0	0	0
8550 - State Mandated Costs	3,485	3,485	3,485
8560 - State Lottery	15,563	18,291	18,291
8590 - All Other State Revenues	95,622	130,261	130,261
Total Other State Revenue	168,691	209,900	209,900
Other Revenue			
8631 - Sale of Equipment and Supplies	0	0	0
8632 - Sale of Publications	0	0	0
8634 - Food Service Sales	0	0	0
8639 - All Other Sales	0	0	0
8640 - After School Care	0	0	0
8645 - Student Activities	0	71	71
8645 - Student Activities	0	0	0
8650 - Leases and Rentals	0	0	0
8655 - Facilities Use	0	0	0
8660 - Interest	0	0	0
8672 - Nonresident Student (Exchange, etc)	0	0	0
8680 - Service Fees	0	0	0
8682 - Start-Up Reimbursements	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0
8690 - Misc Local Income	96,163	150,830	96,163
8699 - All Other Local Revenue	901	2,467	2,467
8705 - Camp Income	0	0	0
8710 - Vendor Program & Online Classes	0	0	0

8715 - PreSchool Tuition	0	0	0
8721 - Special Education SELPA Transfers	0	0	0
8810 - Family Giving Donations	0	0	0
8820 - Private & Corporate Donations	0	1,107	1,107
8830 - Fundraising	5,000	5,000	5,000
8840 - Grants	225,625	225,625	225,625
8999 - Unallocated Income	0	0	0
Total Other Revenue	327,689	385,100	330,433
Total Revenue	1,592,690	1,752,102	1,752,102
Expenditures			
<u>Certificated Salaries</u>			
1110 - Credentialed Teacher Salaries	0	0	0
1120 - Credentialed Home Study Teacher Salaries	137,606	106,641	106,641
1130 - Credentialed Education Specialist Salaries (SpEd)	75,000	77,590	77,590
1140 - Credentialed Elective Teacher Salaries	0	0	0
1150 - Credentialed Substitute Teacher Salaries	0	40,253	27,235
1190 - Credentialed After School/Extra Duty Salaries	0	12,800	12,800
1210 - Credentialed Psychologist & Counseling Services (SpEd)	25,453	25,453	25,453
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0
1230 - Credentialed Academic Counseling Salaries	38,180	38,180	38,180
1310 - Credentialed Directors	137,700	137,700	143,208
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0
1930 - Credentialed Other Support	0	0	0
Total Certificated Salaries	413,940	438,617	431,107
<u>Classified Salaries</u>			
2110 - Classified Elective Salaries	72,960	112,011	53,597
2120 - Classified Classroom Aide Salaries	0	0	0
2130 - Classified Substitutes	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0
2150 - Classified Online Teacher	0	0	0
2160 - Classified Learner Services	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	33,600	33,600	33,600
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0
2310 - Classified Directors	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	127,746	133,120	133,120
2910 - Classified CARE Team Yard Duty Salaries	0	0	0
2920 - Classified After School Misc Salaries	0	0	0
2930 - Classified After School Care Salaries	0	0	0
2940 - Classified Food Services Salaries	0	0	0
2950 - Classified Facilities/Maintenance Salaries	16,848	16,848	16,848
2960 - Classified Preschool Aide Floater	0	0	0
2985 - Classified Educational Coaches	0	0	0
2990 - Classified Health Office Support (Nurse)	0	0	0
Total Classified Salaries	251,154	295,579	237,165
<u>Employee Benefits</u>			

3101 - State Teachers' Retirement System - Credentialed positions	79,062	74,865	82,341
3102 - State Teachers' Retirement System - Classified positions			
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	0	0	0
3302 - OASDI (Social Security) - Classified positions	15,572	18,326	14,704
3311 - Medicare - Credentialed	6,002	5,683	6,251
3312 - Medicare - Classified	3,642	4,286	3,439
3401 - Health & Welfare Benefits - Credentialed positions	38,577	38,577	38,577
3402 - Health & Welfare Benefits - Classified positions	27,600	27,600	27,600
3501 - State Unemployment Insurance - Credentialed positions	2,170	2,170	2,170
3502 - State Unemployment Insurance - Classified positions	1,845	1,845	1,845
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	4,139	3,920	3,920
3602 - Worker Compensation Insurance - Classified positions	2,512	2,956	2,956
3701 - Retiree Benefits - Credentialed positions	0	0	0
3702 - Retiree Benefits - Classified positions	0	3,850	3,850
3801 - PERS Reduction - Credentialed positions	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0
3902 - Other Benefits - Classified positions	0	0	0
Total Employee Benefits	181,120	184,078	187,654
<u>Books and Supplies</u>			
4110 - Core Curriculum - Texts, Workbooks, etc	7,200	7,200	7,200
4120 - Core Curriculum - Software & Programs	1,600	1,781	1,781
4130 - Other Curriculum	3,500	3,500	3,500
4210 - Professional Development References	0	0	125
4220 - Other Books & References	125	125	1,511
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	10,000	10,000	10,000
4310 - Science Supplies	500	500	500
4315 - Art Supplies	0	0	1,275
4317 - Assessment Supplies	0	0	136
4320 - PE Supplies	0	320	1,517
4325 - Custodial Supplies	3,700	3,700	3,700
4330 - Health & Safety	300	300	777
4335 - Home Study Stipend	0	0	1,986
4340 - Office Supplies	1,900	2,180	2,180
4345 - Printing & Reproduction Supplies	400	900	4,848
4350 - Spiritwear	0	0	349
4355 - Facilities Supplies	1,200	1,200	1,200
4410 - Classroom Furniture & Equipment	500	2,000	2,000
4420 - NonClassroom Furniture & Equipment	0	130	130
4430 - IT Equipment & Supplies	3,550	13,755	20,631
4710 - Vended Food Service	0	0	0
4720 - Food Supplies	0	349	0
4730 - Catering Supplies	0	0	0
4740 - Cafe Other Supplies	0	0	0

Total Books and Supplies	34,475	47,940	65,346
Services and Operating Expenditures			
5210 - Travel for PD, Conferences, & School Development	20,000	23,000	3,000
5220 - Travel for Intersite Business - Mileage*	200	400	400
5230 - Conference & Workshop Registration Fees	3,757	7,757	7,757
5240 - Professional Development - Meetings & Collaborations	1,200	1,200	21,200
5310 - Professional Dues, Memberships, and Subscriptions	4,548	4,577	4,577
5410 - Liability Insurance	14,856	14,856	14,856
5420 - Other Insurance	0	0	0
5510 - Utilities - Electricity	11,000	11,000	11,000
5520 - Utilities - Gas	4,000	4,000	4,000
5530 - Utilities - Water	0	0	0
5540 - Utilities - Trash	0	0	0
5550 - Operations - Janitorial Services	0	0	0
5560 - Operations - Security	4,000	4,000	4,000
5570 - Utilities - Other	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	171,500	171,500	171,500
5620 - Leases	0	0	0
5630 - Repairs & Maintenance - Facilities	2,000	2,000	2,000
5640 - Repairs & Maintenance - Elevator Service	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0
5660 - Repairs & Maintenance - Other Equipment	285	285	285
5710 - Transfers of Direct Costs	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0
5801 - Professional Services - Service Fees	96,557	89,637	96,557
5802 - Professional Services - District Oversight Fees	10,460	11,051	11,051
5803 - Professional Services - Business Services	4,043	4,043	4,043
5804 - Professional Services - Auditing & Tax Preparation	12,150	12,150	12,150
5805 - Professional Services - Payroll Fees	2,253	4,123	2,253
5806 - Professional Services - Consultant Fees	38,000	24,577	34,577
5807 - Professional Services - BTSA	3,100	2,290	2,290
5808 - Professional Services - Legal Fees	6,618	12,925	6,618
5809 - Professional Services - Shared/Leased Employees	20,575	20,575	20,575
5810 - Contra Account - Shared Employees Reimbursement	0	0	0
5811 - Professional Services - Course Development	0	0	0
5820 - Professional Services - Contributions/Donations	0	140	0
5822 - Operating Expenditures - Licenses & Other Fees	1,246	1,490	1,246
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	0	5,203	5,000
5825 - Operating Expenditures - Banking Charges & Fees	2,035	2,035	2,035
5826 - Operating Expenditures - Interest	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	134	2,998	134
5828 - Operating Expenditures - Staff Recruitment	0	0	0
5829 - Operating Expenditures - Events	100	100	100
5830 - Operating Expenditures - Marketing & Advertising	14,000	14,000	14,000
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	500	500	500
5840 - Operating Expenditures - Software Licenses	1,990	2,854	1,826
5850 - Student Services Expenditures - Student Information System	12,031	12,031	12,031
5851 - Student Services Expenditures - Student Assessment Services	0	0	0

5852 - Student Services Expenditures - Special Education Contracted Services	162,029	162,029	162,029
5853 - Student Services Expenditures - Student & Group Activities	28,500	28,500	28,500
5854 - Student Services Expenditures - Electives & Enrichment	0	0	0
5855 - Student Services Expenditures - Substitutes	0	0	0
5856 Student Services Transportation	0	0	0
5910 - Telephone & Fax	1,617	1,617	1,617
5915 - Cell Phones	0	0	0
5920 - Internet Services	5,368	5,368	5,368
5925 - Website/Communication Fees	0	0	0
5930 - Freight Expense	0	0	0
5940 - Postage Expense	124	295	124
Total Services and Operating Expenditures	660,778	665,106	669,201
Total Expenditures	1,541,467	1,631,321	1,590,473
Depreciation	29,820	29,820	29,820
NET INCOME	21,403	90,961	131,809
5% Reserve	77,073	81,566	79,524



Ethnic Studies

**Graduation Requirement
Updates**

Big Picture

- New Graduation Requirement starting with the graduating class of 2030
- All graduates must have at minimum one-semester course in Ethnic Studies
- No Action is required-update on how the LEA is implementing this new policy



What is Ethnic Studies?



PRIMARY THEMES

- Identity
- History and Movement
- Systems of Power
- Social Movements and Equity

ESSENTIAL OUTCOMES

- Pursuit of justice and equity
- Working toward greater inclusivity
- Furthering self-understanding
- Developing a better understanding of others
- Recognizing intersectionality
- Promoting self-empowerment for civic engagement
- Supporting a community focus
- Developing interpersonal communication

Ethnic Studies Requirement

Summary of Amended by Assembly Bill 101:

Starting with the graduating class of 2029-2030, all pupils shall complete a one-semester course in ethnic studies prior to graduation.

Graduation Requirement:

Ethnic Studies will fall under required Electives. No change to board approved Graduation Requirements is necessary at this time.



Course Adoption Options



Adoption Options Outlined by the State:

- Adopt the State Model Curriculum
- An Existing Ethnic Studies Course
- A course taught within an already UC A-G Approved Course
- Locally developed course approved by the Board

iLEAD Ethnic Studies Team

- Led by iCA Learning Support Team
- Feedback from all schools within the network
- Process of adoption of existing approved model, authoring of new course, and preparing for rollout, training, and support

Implementation Plan



Adoption of an Existing Ethnic Studies Course

- Will utilize the school's existing curriculum/course provider
- 1 semester course in Ethnic Studies
- Recommendation Freshman Year in Conjunction with Health
- No Credentialing Requirements within Independent Study Program beyond existing requirements



What's Next

- No Action required at this time
- Support for Counselors completing graduation plans and course registration for 25/26 incoming freshman
- Support from iCA starting in 25/26 school year as requested
- No changes to the Board Approved Graduation Requirements: included in required Electives

RESOURCE SHARING AGREEMENT

(Effective July 1, 2023)

This Resource Sharing Agreement (“**Agreement**”) is entered into as of July 1, 2023 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or “**School**” and collectively as the “**Parties**” or “**Schools**” to this Agreement: iLEAD California Charters 1 (“**iCA**”); iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster (“**iL**”); iLEAD Online Charter School (“**iOCS**”); Empower Generations (“**EG**”); and Santa Clarita Valley International (“**SCVi**”).

WHEREAS, iCA, iAD, iL, iOCS, EG, and SCVi are each nonprofit that separately operate California public charter schools focused on project-based learning, and based on the iLEAD program model.

WHEREAS, iCA, which currently operates the largest of the charter schools, employs staff members and houses other resources beneficial for certain functions of charter schools using the iLEAD program and model, including: learning support; leadership support; school, community, and authorizer relations; employee services; technology functions; board support; accounting and financial services; compliance and reporting; facilities; and communications, outreach, and public relations.

WHEREAS, the Parties seek to share these resources of iCA among them cooperatively to achieve cost savings and other scale benefits for each Party, so that each Party may have access to additional, valuable, specialized, and/or expensive resources that might otherwise not be available to them.

WHEREAS, the Parties have previously been sharing certain resources of iCA under that certain Resource Sharing Agreement dated July 1, 2019, and as amended effective July 1, 2021, and December 1, 2022, the term of which expired on June 30, 2023.

WHEREAS, the sharing of these resources of iCA among all of the Parties cooperatively is in the mutual interest and advantage of each of the Parties in furtherance of their shared goal for each respective charter school to operate successfully and implement the iLEAD program and model in a cost-effective manner at their respective schools.

WHEREAS, it is the intent of the Parties to continue sharing certain iCA resources and allocate costs among them according to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties desire to, and hereby agree as follows:

1. **Shared Resources.** During the term of this Agreement, the Parties shall share in the costs for iCA staff and resources necessary for the functions described in Attachment A of this Agreement and as relevant for each of the Schools (the “Shared Resources”) in accordance with the cost allocations and payment provisions described in Sections 2 and 3 herein.
2. **Cost Allocation by ADA.** The Parties shall share the actual costs incurred by iCA for the

Shared Resources necessary for the functions described in Attachment A, iCA shall perform the functions described in Attachment A for all Parties. A larger School requires more of iCA's Shared Resources than a smaller School. Therefore, except as otherwise set forth herein, costs for the functions described in Attachment A shall be shared among all Schools on a pro-rata basis by ADA; except, in instances where a third-party invoice or contract breaks down costs by Party in a manner other than a pro-rata basis by ADA, such costs shall be paid as set forth on the applicable invoice or contract. In accordance with Section 3 herein, the total costs incurred by iCA during the initial eight-month period of the year (July 1 through February 28, the "**First Period**") with respect to the functions described in Attachment A shall be aggregated and divided and apportioned among the Schools based on their ADA as reported on each School's P-2 apportionment report for the prior school year. For a School that projects an enrollment increase or decrease of 25% or more from the prior school year, or for a new School in its first year of operations, iCA shall use the School's projected ADA for the current school year to calculate such School's share for the First Period. Then, the total costs incurred by iCA during the remaining four-month period of the year (March 1 through June 30, the "**Second Period**") shall be apportioned based on the Schools' ADA as reported on their P-1 apportionment report for the current school year and certified by the California Department of Education.

3. **Bimonthly Payment and Reconciliation.** iCA shall provide a monthly statement to each Party outlining that Party's share of costs for the Shared Resources based on the applicable allocation described in Section 2 above. Each Party shall be provided access to reasonable backup documentation for such costs upon request. Each Party shall submit payment to iCA within thirty (30) calendar days after receipt of the monthly statement. Upon each School's P-1 ADA certification by the California Department of Education, iCA shall reconcile the amount each School paid during the First Period under the allocation described in Section 2 above, to the amount owed by each School based on its P-1 ADA for the current school year. Any amount owed by a School, or overpaid by a School, shall be reconciled and paid and/or refunded by no later than three (3) months after the close of the fiscal year audit unless otherwise mutually agreed in writing.
4. **Retention of Deposit.** Upon execution of this Agreement, each School shall have provided iCA a deposit of one percent (1%) of its ADA as reported on each School's P-2 apportionment report for the prior school year. iCA shall retain such deposits during the term of this Agreement to ensure iCA has adequate cash flow to cover the costs of the Shared Resources. Upon termination of this Agreement pursuant to Section 8 herein, iCA shall apply each Party's deposit amount as a credit on that Party's final monthly statement. In the event a Party's final monthly statement is less than that Party's deposit amount, iCA shall return any remaining deposit amount to the Party within thirty (30) days of termination.

5. **Parties' General Responsibilities.** The Parties shall each be responsible to:

- a. Comply with all applicable federal and state statutes, laws and regulations;
- b. Ensure that neither they nor their employees shall discriminate against any other Party's employees, including iCA employees providing the functions described in Attachment A on account of disability, race, color, religion, ethnic origin, age, gender, sexual orientation, or

any other characteristic protected by law;

- c. Provide to iCA, in writing, copies of any campus or school-specific rules and/or regulations applicable to iCA while providing services to a Party;
- d. Provide a safe working area for iCA when necessary for iCA to be on a Party's site or campus;
- e. Provide iCA all the necessary, true, and correct data, files, documents, and other information and records necessary or appropriate for the functions described in Attachment A of this Agreement; and
- f. Provide feedback to iCA regarding its performance of the functions described in Attachment A of this Agreement and the Shared Resources.

6. **iCA Responsibilities.** iCA is hereby designated to act on its own behalf and on behalf of all other Parties hereto for the limited purpose of providing for and performing the task-related functions described in Attachment A, including to employ such employees, engage legal counsel or other consultants or third parties as necessary, and incur other reasonable and necessary costs for the mutual advantage of all participating Parties.

iCA shall provide the same quality of services for the Schools as it does for its own charter school in performing the functions described in Attachment A. iCA will endeavor to accommodate all Parties' needs, provided that no Party shall be entitled to more than its fair share of iCA's time.

When on a Party's school campus or other site, iCA employees shall be subject to such Party's general direction and iCA will comply with the Party's applicable policies and procedures (such as campus sign-in procedures) so long as such policies and procedures are provided to iCA in writing. However, iCA shall supervise and make all employment decisions with respect to iCA employees in its sole discretion, including all hiring, evaluation, termination, compensation, and benefits decisions. iCA shall also have sole responsibility for compliance with state and federal income tax withholding, unemployment, and disability insurance withholding and contributions, STRS, PERS, social security tax withholding and contributions, workers' compensation coverage, wage and hour obligations, and any other applicable employment law requirements for iCA's employees. Nothing in this Agreement shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

iCA shall not be required to provide any Shared Resources pursuant to this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause outside iCA's reasonable control or would require iCA to violate applicable law or its charter(s). If iCA determines that it will not be able to provide one or more Shared Resources pursuant to this section, it will, to the extent reasonably practicable, first meet with the other Parties to determine if there are other ways for the Schools to receive the relevant Shared Resources or if

other services can be adjusted to accommodate the removal of the relevant Shared Resources.

Each Party may request from iCA any information and records regarding iCA's performance of the functions described in Attachment A for the requesting Party (but not for any other Party) to ensure the requesting Party has copies of School records, or as any Party's authorizer may request and be entitled to under the law.

7. **Relationship of the Parties.** The Parties acknowledge that the functions described in Attachment A are task-related functions for which resources are being shared at the request of, and at the direction of, each Party. The governing body of each School retains ultimate decision-making authority and shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing such School's operations. The governing body of each School is the operator and manager of such School's charter school(s), and is responsible for ensuring that the School adheres to its charter(s).
8. **Term and Termination.** The term of this Agreement commences on July 1, 2023, and continues through June 30, 2026, unless and until earlier terminated as set forth in subsection (a) or (b) herein and subject to any amendments pursuant to Section 9 herein. This Agreement may be renewed upon written mutual agreement of the Parties.
 - a. ***Termination by any Party other than iCA.*** Any School other than iCA may terminate its participation in this Agreement for any reason upon sixty (60) days' written notice to all Schools. Termination of participation by any School(s) shall not terminate the Agreement as to any other School, nor relieve the terminating School(s) of any obligations incurred prior to the effective date of such termination. Following termination of a School's participation, (i) the terminating School shall pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the terminating School shall not be further entitled to any of the Shared Resources, and (iii) costs shall be allocated among the remaining Schools as set forth in Section 2.
 - b. ***Termination by iCA.*** iCA may terminate this Agreement for any reason upon one hundred and fifty (150) days' notice to all Schools. Additionally, iCA may terminate any other School's participation in this Agreement in the case of a material or persistent breach by such School of any one or more of the terms of this Agreement which is not remedied within thirty (30) days after written notice is provided by iCA to the breaching School. A copy of such written notice shall also be provided to all other Schools. Upon expiration of the thirty (30) day period without the breach being cured or appropriate actions taken to commence curing the breach in the reasonable discretion of iCA, iCA may terminate the breaching School's participation. Following termination of a breaching School's participation, (i) the breaching School shall pay iCA any unpaid portion of its costs through the effective date, (ii) the breaching School shall not be further entitled to any of the Shared Resources, and (iii) costs shall be allocated among the remaining Schools as set forth in Section 2.
9. **Amendments.** This Agreement may be amended as follows:
 - a. ***Changes to the Shared Resources.*** The Parties acknowledge and understand that the

functions and resources iCA is able to share among the Parties may change from time to time. iCA shall consult with all affected Parties regarding any changes to its capacity to provide the functions and resources described in Attachment A as soon as practicable and shall reflect such changes in writing by providing an amended Attachment to all Parties. To the extent iCA's changes to Attachment A add new functions or resources that would result in a substantial increase in costs, iCA shall provide all Parties ninety (90) days' notice, which notice may be waived by each Party that seeks to have services start sooner.

- b. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the situation. If, after such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the Agreement shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

- 10. **Work Product; Intellectual Property.** Any work product that is created by iCA in the context of providing the functions described in Attachment A shall be the property of iCA, except to the extent it involves Confidential Information or privileged information for any one Party (for example, employment records), in which case it belongs to that Party, or to the extent it is governed or otherwise addressed by a separate written agreement among the Parties. Any intellectual property owned by a Party or Parties and used by iCA related to the Shared Resources shall remain the property of that Party or Parties. Similarly, any intellectual property owned by iCA that is utilized as part of the Shared Resources, either by iCA or another Party, shall remain the property of iCA. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned, or destroyed at the request of the Party that owns it; provided, however, that any work product created by iCA that is shared by iCA with a Party or Parties in the context of providing the functions described in Attachment A may continue to be used by that Party or Parties upon termination or expiration of this Agreement.
- 11. **Confidentiality.** Each Party acknowledges that during the term of this Agreement, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.
 - a. ***"Confidential Information"*** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient

prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

- b. If disclosure of Confidential Information is requested pursuant to law, statute, rule, or regulation (including a subpoena, a request made to a School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

Upon the termination or expiration of this Agreement, the Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

12. **Student Information.** Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“**FERPA**”), federal Children’s Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“**COPPA**”), and other applicable state and federal laws pertaining to student information and privacy. For each School, iCA is a “third party” that may receive pupil records under California Education Code Section 49073.1(d)(6). Each School’s pupil records continue to be the property of and under the control of the School.

- a. To the extent necessary, iCA shall be designated as a “school official” having a legitimate educational interest in accessing each School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing iCA to access personally identifiable information from student education records from each School as part of its performance of the functions described in Attachment A. For purposes of this Agreement, the term “personally identifiable information” (“**PII**”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data. The Parties and iCA will work together as needed to ensure compliance with all FERPA provisions as to the Shared Resources.
- b. iCA shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the functions described in Attachment A, as required by law, or as otherwise authorized in writing by the applicable School. iCA shall not use any PII in pupil records to engage in targeted advertising. iCA shall protect the pupil records it receives from or on behalf of another School no less rigorously than it protects its own pupil records, including the designation and training of responsible personnel. In the event of an unauthorized disclosure of PII, iCA

shall notify the affected School(s) as soon as practicable, and shall, upon the affected School(s)'s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

- c. To the extent any pupil-generated content is stored and managed by iCA, pupils may retain possession and control of their own pupil-generated content or may transfer pupil-generated content to a personal account, by submitting a written request to their respective School. The School will have the ability to access any pupil-generated content by contacting iCA, and iCA will provide assistance to the School upon request. For purposes of this Section, "pupil-generated content" means materials created by a pupil, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of pupil content. "Pupil-generated content" does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.
 - d. A parent, legal guardian, or eligible pupil may request copies of pupil records or may inspect and review pupil records during regular school hours, by submitting a request to their respective School. The School will provide access to the pupil's records no later than five (5) business days following the date of the request. A parent, legal guardian, or eligible pupil may request that their respective School correct erroneous information in the pupil records by submitting a written request to the School. The School's site director or designee will meet with the parent, guardian, and/or eligible pupil and either grant or deny the request to change information in the pupil records.
 - e. iCA hereby certifies that upon the termination or expiration of this Agreement, the pupil records of each School in the possession of iCA shall be returned to the School and/or destroyed.
13. **Insurance.** iCA shall maintain customary and reasonable insurance coverage necessary for the performance of the functions described in Attachment A, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. iCA shall name each Party as an additional insured under all of iCA's policies. To the extent iCA incurs additional cost(s) for any enhancements necessary to its insurance policies to provide the Shared Resources to all Schools, such cost(s) may be allocated among the Schools according to Sections 2 and 3. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.
14. **Liability.** Each Party shall be and remain responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this Agreement.
15. **Indemnification.** Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and

other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this Agreement, except to the extent such loss or damage was caused by the negligence or willful misconduct of another Party. Notwithstanding this, iAD, iL, iOCS, EG and SCVi shall defend, indemnify and hold iCA, and its employees, officers, directors and agents, harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature brought by a past or present employee, contractor, agent, or worker ("Worker") of the other Party against iCA based on allegations that iCA is an employer, joint employer or otherwise liable for claims arising out of the Worker's working relationship with the other Party ("Employment Claims"). For Employment Claims against iCA and any other Party(ies) that are covered by the Parties' joint insurance, each Party shall be responsible for its equal share of the total insurance deductible.

16. **Fiduciary Obligations.** The governing body for each School has reviewed this Agreement in good faith, and in a manner in which it believes to be in the best interests of its School, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the Agreement is in the best interests of its School and that the cost allocation to be paid is fair and reasonable.
17. **Assignment.** No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Parties. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.
18. **Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation.
19. **Notice.** All notices, requests, demands, or other communications (collectively "**Notice**") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

<i>To iCA:</i> iLEAD California Charters ATTN: Amanda Fischer 3720 Sierra Hwy, Suite A Acton, CA 93510 amanda.fischer@ileadcalifornia.org	<i>To iL:</i> iLEAD Lancaster ATTN: Deborah Autrey 254 E. Ave. K-4 Lancaster, CA 93535 deborah.autrey@ileadlancaster.org
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<p><i>To iAD:</i> iLEAD Agua Dulce ATTN: Wendy Maxwell 11311 Frascati Street Agua Dulce, CA 91390 wendy.maxwell@ileadaguadulce.org</p>	<p><i>To SCVi:</i> Santa Clarita Valley International ATTN: Martha Spansel/Chad Powell 28060 Hasley Canyon Road Castaic, CA 91384 martha.spansel@scvi-k12.org chad.powell@scvi-k12.org</p>
<p><i>To EG:</i> Empower Generations ATTN: Sajae Davison 44236 10th Street West, Suite 105 Lancaster, CA 93534 sajae.davison@empowergeneration.org</p>	<p><i>To iOCS:</i> iLEAD Online Charter School ATTN: Kate Wolfe 3720 Sierra Highway, Suite A Acton, CA 93510 kate.wolfe@ileadonline.org</p>

20. **Headings.** The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.
21. **Applicability.** As of the Effective Date, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations, and understandings of the Parties with respect to such subject matter.
22. **Arm's Length and Independent Counsel.** This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by or had an opportunity to seek advice from its independent counsel regarding this Agreement.
23. **No Waiver.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.
24. **Severability.** If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.
25. **Governing Law.** This Agreement shall be governed by and interpreted under California law.
26. **Authority to Contract.** Each Party warrants to the others that it has the authority to enter into

this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

27. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Effective Date above.

ATTACHMENT A

LEARNING SUPPORT TEAM SERVICES:

Curriculum, Instruction, and Engagement (Tier 1)

- Provide training, coaching, and support of the iLEAD methodology (as requested).
 - Project-Based Learning (PBL)
 - Social-Emotional Learning (SEL)
 - 7 Habits
 - Love and Logic
 - Restorative Practices
 - Individualized Learning
 - Learner Outcomes
 - Individualized Learning Plans
 - Learner-Led Conferences
 - Learning Showcases
 - Portfolios/Leadership Notebook
 - Reports of Progress
- Provide new facilitator training.
- Provide curriculum training, coaching, and support of specific content-based programs (iCA approved) focusing on rigorous TK-12 literacy, English Language Development (ELD), math, science, humanities/social studies, and educational technology.
- Provide training, coaching, and support (as requested) in creating and sustaining a positive learning environment (e.g. instructional practices, procedures, engagement).
- Support family engagement by providing training for families to better understand aspects of iLEAD methodology (as requested).
- Provide access to the Learning Support Team dashboard of institutional resources and training.

Measuring Effectiveness

- Provide training, coaching, and support (as requested) for formative benchmark

assessments in core subject areas, NWEA MAP, and state-mandated assessments.

- Provide training, coaching, and support (as requested) in the use of data to drive academic and school improvement.
- Design, coordinate, and collect survey data to inform continuous improvement.

Learner Support Services

- Provide training, coaching, and support, as requested, in monitoring and operating programs for English Learners.
- Provide training, coaching, and support, as requested, in monitoring and operating programs for Foster, Homeless, and Migrant Youth.
- Provide representation at required Special Education Local Plan Areas (SELPA) meetings (such as CEO Council, Executive Council, PLC, etc.).
- Assist with SELPA communications.
- Assist through due process and mediation when necessary, including communications with legal counsel.
- Support ongoing efforts in equitable and inclusive practices for learners and educational partners, as requested.
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS) as requested.
- Partner to support the development and implementation of mutually agreed upon school initiatives (e.g. dual language immersion and play-based learning).

College and Career Readiness

- Support Career Technical Education (CTE) and college/career indicators as requested (University of California A-G approval, college credit courses, CTE, International Baccalaureate accreditation support, graduation rates, etc.).
- Train, coach, and support academic counselors as requested.
- Support accreditation partnerships and approvals, which may include NCAA accreditation, Workforce Innovation and Opportunity Act (WIOA) partnerships, work-based learning, and college credit courses, as requested.

COMPLIANCE AND REPORTING:

- Assist with the development of internal attendance recording procedures, monthly attendance review and data analysis, and provision of the attendance reports to the authorizing agency, as applicable.

- Maintain, prepare, and file state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, prepare and file CBEDS reporting and Civil Rights Reporting.
- Train, coach, and support with the requirements of learners' records and data. Prepare and file learners' records and data for the annual audit.
- Train, coach, and support on how to use the Student Information System.
- Support and guide the development of the School Accountability Report Card (SARC).
- Support and guide the development of the LCAP.
- Support WASC accreditation and renewal.
- Support preparing all federal, state, and local required plans and reports.
- Support in state- and federal-mandated assistance programs.
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program (NSLP).

TECHNOLOGY FUNCTIONS:

Network & Communication Infrastructure & Security

- Develop, design, and maintain the organization's network infrastructure and Voice Over Internet Phone (VoIP) solution. Oversee all aspects of network security, procurement, troubleshooting, and infrastructure updates.
- Serve as the primary liaison for network, infrastructure, and equipment vendors, including the school's internet service provider and web security software providers.

Policy Development

- Assist with the development of technology policies, e.g. "Bring Your Own Device" and "Internet Use Policy."

Platform and Systems Administration

- Implement and administer Google Workspace, student information systems, learning management systems, and user account monitoring, including platform setup and maintenance.
- Act as the primary contact for vendor relations on required platforms and systems, offering guidance to ensure compliance with all relevant standards.

Technical Support

- Provide technical support through a ticketing system, coordinating with site staff and external

vendors as needed.

- Provide staff, learners, and families with online testing technical support.

Employee and Learner Life Cycle Support

- Help coordinate and facilitate employee and learner IT onboarding/offboarding processes.

Inventory Management

- Assist sites with inventory management, including device updates, refresh schedules, and procurement.

E-Rate Coordination

- Serve as an E-Rate coordinator, working closely with the contracted E-Rate consultant to assist with the planning and filing of the school's E-Rate application. The cost of filing will be billed directly to the school.

Website Management

- Manage the technical aspects of the school website, including security, updates, and requested UI/UX changes.

LEADERSHIP SUPPORT AND DEVELOPMENT:

Vision and School Culture

- Provide training and collaborative opportunities aligned with Professional Standards for Leaders to develop vision for school success.
- Provide training on shared leadership models to enhance staff involvement, ownership of school goals, and effective management of resources.
- Provide one-on-one coaching to school leaders focus on leadership areas, such as strategic planning, school culture, staff development, and learner achievement.
- Facilitate peer learning communities and leadership networks which will allow school leaders to share best practices and will foster collaboration among school leaders and external experts.
- Provide a self-reflection tool to support goal-setting, growth, and personal/professional development for leaders to monitor progress.

Data-Driven Decision-Making

- Train, coach, and support for leaders to use learner performance data, school climate surveys, and other metrics for informed decision-making.

- Promote the use of data to set measurable goals, track progress, and adjust strategies for continuous improvement, ensuring alignment with school-wide priorities and resources.

Equity and Inclusivity

- Provide resources and strategies for embedding equity into school leadership practices, addressing achievement gaps, fostering cultural competence, and promoting inclusive environments.

Policy, Legal Compliance, and Strategic Planning

- Inform school leaders of applicable state and federal laws to ensure school operations are legally compliant and ethically sound.
- Offer training on legal and ethical responsibilities, including addressing complaints, handling personnel issues, and ensuring learner safety.
- Guide school leaders through the development of strategic plans that align with school and state priorities, ensuring that resource allocation, staffing, and facilities management align with the vision for success.

Community and Stakeholder Engagement

- Train, coach and support leaders to build and maintain strong relationships with parents, community organizations, and local educational partners to support student learning and school operations.

Resource Access and Utilization

- Equip leaders with strategies or tools to manage human, financial, and physical resources to foster a productive and safe learning environment.

Monitoring and Continuous Improvement

- Develop systems for the ongoing board evaluation of school leadership practices to track progress toward meeting professional standards for leaders and school-wide goals.
- Implement feedback loops to assess the effectiveness of leadership initiatives, programs, and resource utilization. This includes gathering insights from school leaders, staff, and partners to allow the school to refine services and ensure continuous improvement.
- Assist the Board in gathering information necessary regarding the school leader's progress toward goals as part of the Board's review and evaluation of the school leader.

SCHOOL, COMMUNITY, AND AUTHORIZER RELATIONS:

Community Relations Development & Support

- Support school leadership in creating and executing a community relations strategy that builds relationships with local and national politicians, chambers of commerce, business leaders,

authorizers, and regional media outlets. Efforts will include establishing key contacts, coordinating outreach efforts, event participation, and the frequency of communication with stakeholders.

State & National Charter Organization Relationships

- Work closely with charter organizations such as CSDC, CCSA, APLUS+, and others to develop and maintain strong relationships. This will involve attending key conferences, fostering communication, and ensuring your school remains informed about best practices and policy changes.

Charter Authorizer Engagement & Compliance Support

- Act as a liaison between the school and your charter-authorizing agency, ensuring effective communication, compliance with performance standards, and successful charter renewal processes. This includes preparing for authorizer meetings, coordinating data reporting, and facilitating site visits.

Annual iLEAD California All-Staff Kickoff Celebration Planning & Execution

- Oversee the planning, organization, and execution of the annual iLEAD California all-staff kickoff celebration, including venue selection, logistics, team-building activities, and hospitality.

BOARD SUPPORT:

Relationship Building & Governance Processes

- Provide guidance to board members and school staff in developing effective relationships and understanding board meeting procedures and governance processes required by California public schools.

Board Member Training

- Coordinate training for board members on their roles, responsibilities, and best practices for effective governance, with a focus on policy development that meets legal requirements.

Technology & IT Support

- Assist board members with the use of IT platforms, including training on board-specific software for efficient governance.

Board Meeting Support

- Attend governing board meetings in person, online, or by phone as needed to present updates or annual reports, enabling informed decision-making by board members.

Compliance with Brown Act

- Provide support in the timely preparation of board notices, agendas, and other materials in accordance with the Ralph M. Brown Act. Offer a platform to publish agendas, assist in recording meeting minutes, and archive meeting records.

Document Management

- Publish, store, and archive all documents related to board meetings and school operations to ensure compliance and transparency.

Corporate Filings & Updates

- Assist in filing the Corporate Statement of Information and ensure all filings are up to date as required by law.

Consultant & Legal Counsel Coordination

- Facilitate coordination with the school's consultants and legal counsel as needed for governance support and advice.

Annual iLEAD California Board Development Training

- Plan, organize, and execute the Annual Board Development Training event, including venue selection, logistics, and training, ensuring the event runs smoothly and serves as annual board development training.

HUMAN RESOURCES:

Compliance and Reporting

- Obtain and maintain a Human Resources Information System (HRIS) for purposes of tracking all HR aspects of employment, such as payroll, benefits, leaves of absence, time off, and employee files.
- Set up and maintain employee files and facilitate the establishment of policies and procedures to help ensure compliance with state and federal requirements.
- File all employee-related required federal, state, and local reports.
- Maintain a method for providing and tracking various required employee trainings.
- Prepare all responses and documentation for Public Records Act (PRA) requests.

Employee Relations

- Support with creating and maintaining job descriptions to reflect accurate duties.

- Provide coaching on human resource matters.
- Assist with human resources services, including reflective supervision, employee evaluation, process guidance, and pre-mediation to address employee grievances.
- Coordinate new facilitator induction process.
- Provide compensation/pay analysis.
- Monitor and advise on the process with the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal.
- Create, collect, and analyze employee surveys.

Talent Acquisition

- Assist and support the recruitment of the school's director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, pre-screening the proper qualifications, and presenting candidates to the school's governing board and/or school leadership.
- Assist and support the recruitment of staff, including posting job descriptions, monitoring applications and prescreening for proper qualifications, and presenting candidates to the school's leadership.

Onboarding/Offboarding, Leaves, and Workers' Compensation

- Facilitate hiring and onboarding process.
- Provide staff induction, including onboarding, benefits enrollment (when applicable).
- Facilitate offboarding of employees.
- Develop employment agreements.
- Support employee leaves and reasonable accommodations.
- Facilitate workers' compensation employee process.

Benefits

- Assist with employee enrollment into employee benefit plans. Assist employees with benefit questions and issues.
- Assist and support with obtaining quotes, implementation, administration, and processing of employee benefits (health, dental, vision, life insurance,

etc.) and retirement plans.

ACCOUNTING AND FINANCIAL SERVICES:

Payroll Accounting

- Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements.

Benefits Accounting

- Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements.

Accounts Receivable and Payable

- Review and process invoices and payments, collections, deposits, and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.

Annual Tax Reporting

- Prepare and submit accounts payable vendors' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed.

General Ledger Maintenance and Reconciliation

- Set up and maintain the chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries, and balance sheet reconciliation. Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits.

Internal Controls, Fiscal Policies

- Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the school's policies, including training on internal controls. Provide guidance and advice on fiscal compliance and best practices to school site staff.

Budget Development and Forecasting

- Support budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multiyear projections, development of cash flow projections and budget revisions, and the managing of cash flow and lines of credit, as applicable.

Authorizer Financial Reporting

- Prepare and file the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by the authorizing agency.

Federal and State Systems & Reporting

- Develop and prepare the additional financial reports required for federal, state, and authorizing agency reporting, as applicable, such as Local Control and Accountability Plan (LCAP), federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, and tracking use of federal funds.

Grants

- Support grants administration, including budgeting, program development, and reporting.

Board Reporting

- Provide regular financial reporting to school's board.

Audit Support

- Review auditor contract; prepare financial documents for the auditors and assist the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit.

Accounting Platform & Reporting System

- Set up and maintain core financial accounting platforms for school to maintain audit compliance.

Developing Financing, Capital, Credit

- Assist and support the school as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt.

Strategic Financial Planning Support

- Provide strategic support, coordination, and assistance to school in charter renewal, and cooperation in authorizing agency and program audits. Consult with school leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential.

Bonds, Loans, and Special Projects Support

- Determine fees for optional project services on a project-by-project basis for additional financial initiatives, including one-time or discretionary state and federal funds, bonds, loans, and grants.

PAYROLL:

- Provide payroll setup, time card processing and review, payroll accounting, payroll reporting, and payroll record maintenance.
- Support and set up coding and mapping within payroll systems to produce W2 and 1099 forms.
- Support retirement administration including 403(b), Roth, and CalSTRS.
- Support workers' compensation reporting and billing.
- Support tax setup, administration, and reporting.
- Process employee status changes.
- Maintain communications with school directors regarding timelines, requests, and guidelines for processing payroll.

INSURANCE AND RISK MANAGEMENT SERVICES:

Insurance Procurement:

- Procure comprehensive general liability insurance coverage tailored to the needs of the school, in compliance with the school's charter.
- Offer ongoing support to address insurance claims.

Claims Support:

- Assist the school in navigating the insurance claims process, including documentation, submission, and communication with insurers to facilitate timely and efficient resolution.

Risk Management Guidance:

- Provide ongoing consultation and guidance on risk management strategies, including risk assessments, mitigation plans, and training to reduce potential liabilities.

FACILITIES:

Safety Coordination and Support

- **Emergency Operations Plan (EOP) Compliance**
 - Create and update template ensuring compliance with the state's guidelines for Emergency Operations Plan (EOP), to help ensure school is prepared for any potential crisis or emergency.
- **Drill Planning & Compliance Monitoring**

- Support school team in planning and conducting monthly, quarterly, and annual emergency drills (fire, lockdown, evacuation, etc.), while providing ongoing oversight to ensure full compliance with local regulations and best practices.
- **Safety Training & Awareness Programs**
 - Train staff and learners on safety procedures, emergency preparedness, and general campus safety awareness as requested.
 - Support school sites by employing a nurse to train staff, assist with triennials and initial IEPs, review compliance with California health mandates, and monitor immunizations, health screenings, and emergency medical protocols.
- **Utility & Service Documentation**
 - Provide a detailed documentation outlining all utilities and contracted services for each facility, ensuring access to critical operational information.
- **Fire Certification & Renewal Support**
 - Coordinate and manage all fire safety certifications and required renewals, ensuring compliance with fire codes and safety standards.
- **Security Systems & Monitoring**
 - Assess the school's security needs, recommend appropriate security systems (CCTV, access control, alarms), and ensure their installation, maintenance, and regular monitoring.
- **Incident Management & Reporting**
 - Develop an incident reporting and management system, enabling staff and learners to quickly report any safety or operational concerns and help monitor and address concerns with the school director.

FACILITIES OPERATIONS AND MAINTENANCE:

- **Procedures & Space Utilization**
 - Establish and implement operational procedures for both school and administrative spaces, making sure these areas are used efficiently, maintained properly, avoid overcrowding and underutilization and meet the needs of learners, faculty, and staff.
 - Monitor the use of space to avoid overcrowding and underutilization.
- **Maintenance Schedule & Prioritization**
 - Create a proactive maintenance schedule for both high-traffic and low-priority areas to prevent wear and tear and ensure that all systems (HVAC, plumbing, electrical) are consistently functioning.

- Help with prioritizing emergency repairs and ensuring rapid response.
- **Minor Maintenance & Repairs**
 - Ongoing assistance with minor repairs and routine facility maintenance, ensuring your buildings remain in good condition and minimizing any disruptions to the learning environment.
- **Campus Cleanliness & Sanitation**
 - Provide support when requested in establishing and overseeing cleaning and sanitation schedules, ensuring all common areas, classrooms, restrooms, and outdoor spaces are maintained to high standards of hygiene, especially during health crises.
- **Vendor Procurement & Contract Management**
 - Assist school staff in identifying vendors, connecting vendors and schools, and coordinating services with vendors for all facility-related services, e.g. cleaning, maintenance, and logistics.

OUTREACH AND COMMUNICATIONS:

Communications

- Provide comprehensive support with emergency and other delicate messaging.
- Support with writing, editing, and sending messages to families and staff.
 - Create a Monday Message draft each week. (New content is due by noon on Wednesday the week prior to publication.)
 - Send holiday/school closure announcements, event reminders, etc.
 - Update schools' email lists regularly.
 - Provide email data tracking (received, opened, clicked) as requested.
- Support with social media.
 - Create branded social media accounts and maintain credentials.
 - Schedule regular social media posts (marketing, reminders, and other announcements).
 - Coordinate with school staff to ensure that posts include only learners with waivers signed.
 - Monitor and optimize social media analytics.
 - Monitor and support the response to social media comments and messages.

- Support schools with posting. (School admin has account access.)

Staff Recruitment/Retention

- Manage job board/site posts.
- Develop and support lifelong learning opportunities for staff through college/university connections.
- Engage in job fair/recruitment events.

Marketing

- Develop and actively update school marketing plans, including but not limited to:
 - Paid media (print & digital).
 - Community events or sponsorships.
 - Local radio advertising and informational programming.
 - Promotion of informational events and tours.
 - Press releases/media alerts.
 - Email and organic / paid social media messaging to support events.
 - Marketing content (digital and print).
 - Marketing consulting services.
 - Promotional materials.
- Assist with communication and advertisement of your learner recruitment events.
- Consult and support learner recruitment and retention initiatives.

Branding

- Develop and maintain branding consistency.
- Develop new logos, etc., as needed.
- Grow brand awareness.
- Store schools' branding materials for use (Self-Service app).

Digital Content Creation

- Coordinate with school staff to provide photo and video coverage of school events and activities.

- Create digital advertising content.
- Produce and publish digital content for website, social media, and marketing purposes.

Public and Media Relations

- Build and maintain relationships with local media outlets.
- Support public communications needs.
- Support your participation in community events.
- Create and distribute press releases and media alerts.
- Provide guidance for speaking with the press, and/or stand in as school's spokesperson as needed.

Crisis Management

- Provide training and planning for crisis communications.
- Create crisis communications and distribute via ParentSquare (email, phone, text), website, and social media).
- Provide follow-up communications and debriefs as needed.
- Coordinate with school administration to ensure that all media communications are handled in a timely and professional manner (crafting of messaging, spokesperson representation and support, monitoring and replying to community concerns).

Company name: Empower Generations
Report name: Payment Register
Report title 2: 02/27/2025-04/09/2025
Created on: 4/10/25
Location: 115--Empower Generations

Date	Vendor	Amount
2/28/25	LOSA001--Los Angeles County Office of Education (LACOE)	10,610.90
2/28/25	NATI000--National Benefit Services	300.00
2/28/25	NATI000--National Benefit Services	300.00
2/28/25	PURE000--Pure Oasis Water	-19.25
2/28/25	PURE000--Pure Oasis Water	19.25
3/5/25	AMAZ100--Amazon Capital Services (iCA)	238.19
3/5/25	COLL004--College Board	725.00
3/5/25	IRVI000--Holy Renaissance	600.00
3/5/25	SCHO009--School Pathways LLC	295.63
3/5/25	THEA008--The Abbey Company	14,694.19
3/5/25	WEXH000--WEX Health Inc.	3.50
3/6/25	KAIS000--Kaiser Foundation Health Plan	2,033.66
3/6/25	NONS000--Nonstop Administration & Insurance Services, Inc.	1,021.65
3/6/25	SUNL000--Sun Life Assurance Company of Canada	169.38
3/7/25	NATI000--National Benefit Services	300.00
3/11/25	EDI115B--Southern California Edison 9022.	901.08
3/11/25	GAS115C--SoCalGas 3237	452.31
3/11/25	ILEA300--iLEAD California	197.00
3/11/25	ILEA300--iLEAD California	750.00
3/11/25	ILEA300--iLEAD California	23.70
3/11/25	ILEA300--iLEAD California	396.25
3/11/25	ILEA300--iLEAD California	508.62
3/11/25	IRVI000--Holy Renaissance	1,500.00
3/11/25	NONS000--Nonstop Administration & Insurance Services, Inc.	1,354.92
3/11/25	PURE000--Pure Oasis Water	41.00
3/11/25	RAMP115--Ramp	1,753.29
3/13/25	AROU000--Around AV, Inc	3,200.00
3/13/25	FIDE000--Fidelity Security Life Insurance Company	14.30
3/13/25	FIDE000--Fidelity Security Life Insurance Company	48.39
3/13/25	ILEA000--iLEAD Lancaster Charter Schools	1,647.35
3/13/25	ILEA000--iLEAD Lancaster Charter Schools	2,537.49
3/13/25	ILEA000--iLEAD Lancaster Charter Schools	823.67
3/13/25	ILEA300--iLEAD California	15.75
3/14/25	CIGN000--Cigna Healthcare	314.67
3/14/25	LEGA003--Legal Shield	40.35
3/19/25	NATI000--National Benefit Services	300.00
3/21/25	AMAZ100--Amazon Capital Services (iCA)	80.90
3/21/25	BAY115B--Bay Alarm Company 1072	430.44
3/21/25	CIGN001--Cigna Healthcare	36.80

Date	Vendor	Amount
3/21/25	CIGN003--Cigna Health and Life Insurance Company	1,185.41
3/21/25	IRVI000--Holy Renaissance	600.00
3/21/25	MAKE000--Maker Learning Network	392.15
3/21/25	TMOB001--T-Mobile 8994	92.40
3/27/25	CIGN001--Cigna Healthcare	36.80
3/27/25	DORS000--Jeri Dorsey	215.00
3/27/25	IRVI000--Holy Renaissance	600.00
3/27/25	PURE000--Pure Oasis Water	21.50
4/1/25	ILEA300--iLEAD California	8,907.87
4/1/25	ILEA300--iLEAD California	9,176.96
4/1/25	ILEA300--iLEAD California	7,808.50
4/1/25	ILEA300--iLEAD California	9,746.33
4/1/25	ILEA300--iLEAD California	13,174.78
4/1/25	ILEA300--iLEAD California	10,137.11
4/1/25	ILEA300--iLEAD California	23.70
4/8/25	DAVI000--Sajae Davison.	710.57
		\$ 111,489.46

Company Name: Empower Generations
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 02/27/2025-04/09/2025

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	2,665.37
3402	Health & Welfare Benefits - Classified positions	1,805.55
3702	Retiree Benefits - Classified positions	300.00
4340	Office Supplies	102.49
4355	Facilities Supplies	80.90
4430	IT Equipment & Supplies	198.20
5210	Travel for PD, Conferences, & School Development	925.57
5230	Conference & Workshop Registration Fees	725.00
5510	Utilities - Electricity	901.08
5520	Utilities - Gas	452.31
5560	Operations - Security	430.44
5630	Repairs & Maintenance - Facilities	197.00
5801	Professional Services - Service Fees	25,893.33
5803	Professional Services - Business Services	392.15
5805	Professional Services - Payroll Fees	904.87
5809	Professional Services - Shared/Leased Employees	5,008.51
5827	Operating Expenditures - Other Benefit Fees	603.50
5830	Operating Expenditures - Marketing & Advertising	2,930.72
5850	Student Services Expenditures - Student Information System	311.38
5852	Student Services Expenditures - Special Education Contracted Services	33,058.22
5853	Student Services Expenditures - Student & Group Activities	3,300.00
5920	Internet Services	92.40
9310	Prepaid Expenditures (Expenses)	17,246.28
9535	Retirement Liability	10,610.90
9536	403b Payable	600.00
9548	Credit Card Payable - EG	1,753.29
Grand Total		\$111,489.46