



Empower Generations

Single Plan for Student Achievement 2025-2026

School Name: Empower Generations

About the School: Empower Generations High School is a free public charter school that empowers teens to meet their individual goals. With a whole-person, whole-family approach, Empower Generations High School provides pregnant and parenting teens with a safe and welcoming environment to explore and gain confidence amid the unique challenges of young parenthood. We welcome high school learners, including teen moms and dads as well as their young children, onto campus two to three days per week for group and individual advisory, collaboration opportunities, and one-on-one support. With clear and personalized guidance, learners determine their course of study and method of obtaining graduation requirements, including internship, online courses, independent study, and one-on-one support. Learners realize their potential as engaged learners and active community members while working toward a high school diploma and gaining invaluable real-life experience.

School Mission and Vision:

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

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

CDS Code:

19 75309 0134619

SSC Approval Date: May 21, 2025

Local Board Approval Date: June 25, 2025

Purpose

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

The school Single Plan for School Achievement goals are based upon a comprehensive needs assessment that



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

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

ESSA Requirements

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

Educational Partner Involvement

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

Comprehensive Needs Assessment

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



The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required LCAP metrics, annual program evaluation and planning, monthly data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review

Goals, Strategies, Expenditures

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

Identified Need

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

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2025 overall CGI: 0.00	Meet or exceed -1 on Spring 2026 CGI

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
ELA Intervention	Identified learners falling below State proficiency levels based on Fall MAP data.	Designated credentialed teacher/facilitator to provide intervention strategies for identified learners falling below State proficiency levels. This employee will design, implement, and monitor strategies and activities to support ELA learning in alignment to California State Standards.	\$14,162	Title I



Annual Review	
SPSA Year Reviewed: 2024-2025	Summary: Empower Generations Instructional Specialists and Facilitators worked to implement an ELA intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2024.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Care Team and Facilitators worked with targeted learners during instructional time in small groups and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math and ELA goals. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 24/25, which is the strongest indicator that planned actions were implemented effectively
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. A minor difference was that staff identified as Title I staff to work with learners changed mid-year. Staff were trained, and all necessary documentation was completed in order to ensure that no gap in intervention services to targeted learners occurred.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	Empower Generations will continue utilizing Title I funding for staff to support the implementation of MTSS Tier I, II, and III curriculum and instructional strategies for ELA and Mat

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



NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2025 overall CGI: -0.14	Meet or exceed 0 on Spring 2026 CGI
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Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Math Intervention	Identified learners falling below State proficiency levels based on Fall MAP data.	Designated credentialed teacher/facilitator to provide intervention strategies for identified learners falling below State proficiency levels. This employee will design, implement, and monitor strategies and activities to support Math learning in alignment to California State Standards.	\$14,162	Title I

Annual Review	
SPSA Year Reviewed: 2024-2025	Summary: Empower Generations Instructional Specialists and Facilitators worked to implement an Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2024.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Care Team and Facilitators worked with targeted learners during instructional time in small groups and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math and ELA goals. NWEA MAP CGI Progress: As a learning community, one year of academic growth was met in both reading and math in 24/25, which is the strongest indicator that planned actions were implemented effectively
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Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	Empower Generations will continue utilizing Title I funding for staff to support the implementation of MTSS Tier I, II, and III curriculum and instructional strategies for ELA and Math..

Goal 3: Improve the quality and effectiveness of all staff and increase opportunities for engagement to better meet the needs of learners through trauma informed practices

Identified Need	Empower Generations has a high percentage of learners with adverse childhood experiences, and the staff have requested to be trained and implement trauma-informed practices as a social-emotional strategy and to maintain learner engagement to reduce chronic absenteeism			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
Professional Development - trauma-informed practices		20% of facilitators and care team providers trained		100% staff trained
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Training and staff professional development	All	Facilitators and care team will attend training	\$3,536	Title II
Increase engagement	All	Counselor to focus on connecting with learners when remote to increase engagement	10,000	Title IV

Annual Review



SPSA Year Reviewed: 2024-2025	Summary: Empower Generations focused training on trauma informed practices and increased engagement.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Empower Generations sent staff to trainings/conferences with a focus on trauma informed practices and CTE related training to better prepare learners for success. School counselor also focused on connecting with learners and providing counselling and resources as needed to increase engagement both at the studio and when learners work remotely.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	Empower Generations was able to provide the hotspots necessary for learners utilizing different funds so the title IV funds were used to fund additional counseling with a focus on engaging learners. This was an incredible opportunity to add the human element to connection and engagement knowing that our learners could connect remotely with the already provided hotspots.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	Empower Generations will continue to focus on training staff in trauma informed practices with a focus on engagement and reducing absenteeism.

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$41,861
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$41,861
Total of federal Title Funds for this school	\$41,861