

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	Wednesday, June 18, 2025
Start Time	5:00 PM
End Time	6:00 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Documents

- Minutes-2025-05-15-v1 (1).pdf
-

2. Public Comments

2.1. Public Comments

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

3. Hearing

3.1. LCAP Hearing

This is the opportunity for the Public to review the summary of the 2025-2026 LCAP and make comments to the Board accordingly.

4. Discussion and Reports

4.1. 2024-2025 Estimated Actuals & 2025-2026 Budget

Discuss the Estimated Actuals and projected 2025 - 2026 school budget including but not limited to staffing, retirement, insurance, health/welfare benefits, operations, and curriculum costs.

4.2. School Director Report

5. Action Items

5.1. Revised iCA Service Agreement

Discuss and take action regarding the revised iCA Service Agreement.

Due date: 6/18/2025

5.2. 2025 - 2026 Board Meeting Dates

Discuss and take action regarding the 2025-2026 Board Meeting Dates.

Due date: 6/18/2025

Documents

- EG_2025-2026_BoardMeetingDates.pdf

5.3. Annual Request for Title Funding

Discuss and take action regarding continued Title funding for the school programs.

Due date: 6/18/2025

Documents

- EG 25_26 Request For Annual Federal Title Funding.pdf

5.4. Dual Enrollment CCAP Agreement

Discuss and take action regarding the Dual Enrollment CCAP Agreement.

Due date: 6/18/2025

Documents

- Empower Generations - AVC - CCAP (1) (1).pdf

5.5. Bank Signers

Discuss and take action regarding the signators on the bank accounts.

Due date: 6/18/2025

5.6. Revised Uniform Complaint Procedures (UCP) Policy

Discuss and take action regarding the revised UCP Policy.

Due date: 6/18/2025

Documents

- Revised-Empower_Generations_Uniform_Complaint_Policy.pdf

5.7. Revised Holiday Policy

Discuss and take action regarding the revised Holiday Policy for 2025-2026.

Due date: 6/18/2025

Documents

- Holiday Policy Empower Generations 25-26 Redline for Board Approval.pdf
-

5.8. Revised Vacation Policy

Discuss and take action regarding the revised Vacation Policy for 2025-2026.

Due date: 6/18/2025

Documents

- Vacation Policy Employer Generations 25-26 Redline for Board Review.pdf
-

5.9. Revised Bring Your Own Device (BYOD) Policy

Discuss and take action regarding the revised BYOD Policy.

Due date: 6/18/2025

Documents

- BYOD Policy Empower Generations 25-26 Redline for Board Approval.pdf
-

5.10. Revised Remote Work Policy

Discuss and take action regarding the revised Remote Work Policy.

Due date: 6/18/2025

Documents

- Remote Work Policy Empower Generations 25-26 Redline for Board Approval.pdf
-

6. Closed Session

6.1. Public Employee Performance Evaluation

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

7. Report of Closed Session

8. Consent Items

8.1. LACOE Certificate of Signatures

Due date:

Documents

- EmpowerGenerations_CertificationofSignatures_6_2024.pdf
-

9. Board Comments

9.1. Board Comments

10. Closing Items

10.1. Next Meeting Date - June 25 @ 5:00

Board Members mark their calendars and confirm quorum.

10.2. Adjournment

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

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

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

MEETING MINUTES - Empower Generations Board

Meeting

Date	Thursday, May 15, 2025
Started	6:13 PM
Ended	7:26 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular Scheduled Meeting
Chaired by	Annaliisa Wilson
Recorder	Kim Lytle

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 6:13 pm.

Status: Completed

1.2. Roll Call

Tapau Absent

Annaliisa Present

Keisha Present

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion: Keisha

Second: Annaliisa

Keisha: Yes

Annaliisa: Yes

Tapau: Absent

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motion: Keisha

Second: Annaliisa

Keisha: Yes

Annaliisa: Yes

Tapau: Absent

Due date:

Status: Completed

Documents

- Minutes-2025-04-17-v1 (1).pdf

2. Curriculum Moment

2.1. Curriculum Moment

Sajae presented Community Partnerships with the school which work to support the learners.

Status: Completed

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.

No public comments were made.

Status: Completed

4. Public Hearing

4.1. Dual Enrollment CCAP Agreement

Public Hearing regarding the Dual Enrollment CCAP Agreement for the public to make comments on the agreement.

Matt Zuchowicz, iCA Support Provider, presented and answered questions regarding the agreement.

Status: Completed

Documents

- Empower Generations - AVC - CCAP.pdf
-

5. Action Items

5.1. Internet Use Policy

Discuss and take action regarding the Internet Use Policy.

Sean D'Auria, iCA Support Provider, presented this policy and answered questions of the Board.

Motion: Keisha

Second: Annaliisa

Keisha: Yes

Annaliisa: Yes

Tapau: Absent

Due date:

Status: Completed

Documents

- Empower Generations Internet Use Policy and Agreement.pdf

5.2. Revised Employee Guidebook

Discuss and take action regarding the revised Employee Guidebook.

Rick Crunelle, iCA Support Provider, presented the changes in the Guidebook and answered questions of the Board.

Motion: Keisha

Second: Annaliisa

Keisha: Yes

Annaliisa: Yes

Tapau: Absent

Status: Completed

Documents

- Empower Generations Guidebook Redline for Board Review 20250515.pdf

6. Discussion and Reports

6.1. School Director Report

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

Status: Completed

7. Consent Items

7.1. Personnel Report

Motion: Keisha

Second: Annaliisa

Keisha: Yes

Annaliisa: Yes

Tapau: Absent

Due date:

Status: Completed

Documents

- 05.15.25_EG_PersonnelReport.pdf
-

7.2. Check Register

Motion: Keisha

Second: Annaliisa

Keisha: Yes

Annaliisa: Yes

Tapau: Absent

Due date:

Status: Completed

Documents

- EG Payment Register Summary_20250507.pdf
 - EG Payment Register_20250507.pdf
-

8. Closed Session

8.1. Public Employee Performance Evaluation

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

Status: Completed

9. Report of Closed Session

No formal vote was taken and no report of Closed Session.

Status: Completed

10. Board Comments

10.1. Board Comments

No Board Comments

Status: Completed

11. Closing Items

11.1. Graduation Date

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

Status: Completed

11.2. Next Meeting Date

June 18th @ 5:00

June 25th @ 5:00

Board Members mark their calendars and confirm quorum.

Status: Completed

11.3. Adjournment

Meeting adjourned at 7:26.

Status: Completed

Local Control and Accountability Plan

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

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

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Empower Generations is a nonclassroom-based, WASC accredited, public charter DASS (Dashboard Alternative School Status) and WIOA school that educates and supports pregnant and parenting teens and at-promise youth in grades 9-12 to meet their individual goals through a whole person, whole family approach. The school, which is based out of Lancaster, California, opened in 2016 to provide pregnant, parenting and at-promise youth a trauma-informed environment to explore and gain confidence in the unique challenge of young parenthood. The school's diverse population mirrors the demographic statistics of teen pregnancy in the Antelope Valley and surrounding areas. During the 2024-25 school year, enrollment was 81 learners.

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

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

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

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

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

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

Reflections: Annual Performance

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

During the 2024-2025 school year, the school identified and analyzed successes and challenges from the California Dashboard as part of the continuous improvement cycle.

Successes:

- Facility Inspections: The school successfully maintained a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC) for 2023-24, and this is projected to be maintained in 2024-25.
- College Credit Course Completion: There was a significant increase in college credit course completion, going from a 0% baseline in 2023 to a 5% completion rate in 2024, meeting the target.
- English Learner Reclassification Rate: While the baseline for 2023 was 20%, the 2024 internally calculated reclassification rate was 16.7%. The target is to maintain at or above 20%.
- English Learner ELD Goal Attainment: The percentage of English Learners meeting their self-identified ELD goal increased by 11.6%, from a 55% baseline in 2024 to 66.6% in 2025, exceeding the 60% target.
- California Science Test (CAST) Met or Exceeded: The percentage of students meeting or exceeding the CAST increased significantly by 25.5%, from 6.25% in 2023 to 30.7% in 2024.
- CALPADS Attendance Rates: The attendance rate increased by 11.1%, from 69% in 2022-2023 to 80.1% in 2023-2024.
- Extracurricular Opportunities: The number of extracurricular opportunities offered increased by 7, with over 10 opportunities offered in 2025 compared to 3 in 2024.
- SEL Goal Attainment: The percentage of learners meeting their self-identified SEL goal is projected to increase by 31.8%, from 64% in 2024 to 95.8% in 2025.
- Teacher Misassignments (SARC): The school successfully addressed teacher misassignments, with 0 teachers without credentials and 0 misassignments for ELs in 2022-2023, meeting the target of 1 or less and 0% respectively.
- Graduation Rate (All Learners): The graduation rate for all learners increased by 14.1%, with the 4-year rate moving from 33.3% (2022-2023) to 47.4% (2024).
- Graduation Rate (Socioeconomically Disadvantaged Learners): The graduation rate for socioeconomically disadvantaged learners increased by 11.7%, from 30% (2023) to 41.7% (2024).
- Credits Earned Per Semester: The average credits earned per semester increased significantly by 21.72, from 2.65 in Fall 2023 to 24.37 in Fall 2024.
- NWEA MAP Conditional Growth Index (CGI) - Math and Reading: Both Math and Reading demonstrate that as a whole school, learners met one year of growth in Reading and Math.

Improvement on the following metrics:

- CAASPP English Language Arts (All Students): Participation rate decreased by 19%, and scores declined by 33.1 points, being significantly below standard.
- CAASPP English Language Arts (Socioeconomically Disadvantaged Learners): Participation rate decreased by 3%, and no score data was available for these learners due to privacy protection for fewer than 11 scores.

- CAASPP Math (All Students): Participation rate decreased by 21%, and scores declined by 34.3 points, being significantly below standard.
- CAASPP Math (Socioeconomically Disadvantaged Learners): Participation rate decreased by 7%, and no score data was available for these learners due to privacy protection for fewer than 11 scores.
- High School Dropout Rate: The dropout rate increased by 18.8%, from 28.6% in 2022-2023 to 47.4% in 2023-2024, despite the target to maintain or decrease it.

In 2023, as a single-school LEA that is a DASS (dashboard alternative status) school with a total enrollment of under 100 pupils, the Dashboard shows little to no data, due to the protection of privacy. Thus, no Dashboard areas or learner groups show as the lowest performance on the Dashboard.

Other highlights from the 2024-2025 school year include:

- The school earned a grant to develop a new CTE pathway
- The school earned an additional K12 Strong Workforce Program grant to focus on quality of capstone experience and increase dual enrollment opportunities
- Many family engagement nights were held to great success, including a partnership with Full Circle Consulting for parenting workshops
- The school's Community Outreach Coordinator cultivated many partnerships for wrap-around services and support for learners and families to increase success at school
- PBL Training for all staff to reaffirm commitment and best practices in alignment with the iLEAD Methodology
- Partnership with the LAIRP for Restorative Practices training and implementation
- There was a higher percentage of engagement in live interaction opportunities and live instruction on campus
- Return of Senior Portfolio Defense Presentations for graduating seniors was a huge success

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

During the school year, monthly iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. ELAC meetings were held in fall and spring to provide an open forum for questions and feedback on the EL program and allow the ELAC to review the school's Single Plan for Student Achievement. Additionally, monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

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

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

Additionally, work with the Center for Love and Justice and Full Circle Consulting worked directly with learners to create student agency and voice and provide opportunities for youth leadership to provide formal input into school design, strategic planning, and campus culture through advisory activities.

Goals and Actions

Goal

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

State priorities addressed by this goal.

1, 3, 4, 8

An explanation of why the LEA has developed this goal.

After a year 1 analysis of the effectiveness of the goal, this goal remains unchanged based on the 2024 CA Dashboard and survey responses, as it has been effective in addressing state priorities 1, 3, 8, and 4, and closing outcome disparities.

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

Actions in this goal will support success in:

- Clean, safe facilities
- Highly qualified staff
- Access to standards-aligned curriculum
- Family/community input in the strategic direction of the school
- College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool- Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	2024-25: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)		Maintain good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	Maintained Target Met
2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	SARC 2021-2022: Teachers without Credentials and Misassignments: .2 Misassignments for ELs: 65.2%	SARC 2022-2023: Teachers without Credentials and Misassignments: 0 Misassignments for ELs: 0		Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 0%	Teachers without Credentials and Misassignments: improved .2 Misassignments for ELs: improved 65.2% Target Met
3	Priority 3 Rubric Local Indicator Self-Reflection Tool	2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments	2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming		4's and 5's on Local Indicator Survey Rubric Questions	Several indicators increased from 3 to 4 and previous 4's were maintained Target Met

(State Priority 3)	for all families in the community: 4 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 3 LEA's progress in providing families with information and resources to support student learning and development in the home: 4 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3 LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups	environments for all families in the community: 4 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups
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		in the school community: 4 LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4	in the school community: 4 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4			
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities Occured		Maintain or increase the number of engagement opportunities	Maintained Target Met

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 2 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 3 programs for parents of UDPs and individuals with exceptional needs		Maintain or increase programs for parents of UDPs and individuals with exceptional needs	Maintained Target Met
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3)	Baseline 2024-2025: 83.3% of families feel that "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner".	Same as Baseline		Target: increase to and maintain at or above 85%	N/A
7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared (State Priority 4)	2023: 0% graduating prepared and 0% approaching prepared	2024 All Students: 5.3% graduating prepared and 0% approaching prepared		1% graduating prepared and approaching prepared	Increased 5.3% Target Met

8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	Baseline 2023: 0% graduates who completed a-g requirements	2024 All Students: 11.9% graduates who completed a-g requirements		Target: 1% of graduates who complete a-g requirements	Increased 11.9% Target Met
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	2023: 0% graduates who complete both a-g requirements and CTE pathways	2024: 0% graduates who complete both a-g requirements and CTE pathways		.5% graduates who complete both a-g requirements and CTE pathways	Maintained
10	CA School Dashboard Additional Reports: Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam (State Priority 4)	2023: AP/IB programming not offered at program	N/A		0%-Empower Generations does not offer programming but is legally required to report this metric. Scores from learners who transfer from other schools will be counted toward this metric.	N/A

11	College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher and counselor observation and data on the annual survey. (State Priority 4)	2024: 48% of learners met their self-identified college/career readiness goal	2025: 83% of learners met their self-identified college/career readiness goal.		50% of learners will meet their self-identified college/career readiness goal	35% Increase Target Met
12	DataQuest: % of graduates who earn a State Seal of Biliteracy, Golden State Seal Merit Diploma, National Merit Scholarship, or CTE Completer Certificate (State Priority 8)	State Seal of Biliteracy: 0% (4 years of language not offered) Golden State Seal Merit Diploma: 14.3% CTE Completion: 0%	2024: State Seal of Biliteracy: 0% Golden State Seal Merit Diploma: 11.1% CTE Completion: 0%		State Seal of Biliteracy: 0% (4 years of language not offered) Golden State Seal Merit Diploma: 7% or greater CTE Completion: 1%	State Seal of Biliteracy: Maintained Golden State Seal Merit Diploma: Decreased 3.2% CTE Completion: Maintained

13	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) (State Priority 4)	2023: 0% college credit course completion	2024: 5% college course completion		1% college credit course completion	Increased 5% Target Met
14	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) (State Priority 4)	Pathways Fall 2023: Average Credits earned per semester: 2.65 Spring 2024: Workforce Certifications: 0 Work Based Learning: 0 Senior Defense Completions: 0	Pathways Fall 2024: Average Credits earned per semester: 24.37 Spring 2025: Workforce Certifications CPR Certification Work-Based Learning: 0 Senior Defense Completions: 100%		Average Credits earned per semester: 15 Workforce Certifications: 5 Work-Based Learning: 5 Senior Defense Completions: 90% of graduating seniors	Average Credits earned per semester: increased 21.72 Spring 2025: Workforce Certifications: increased 7 Work-Based Learning: maintained Senior Defense Completions: increased 100%
15	CA School Dashboard: EAP Early Assessment Program: Prepared for college as indicated by ELA and math CAASPP scores (ready and conditionally ready) (State Priority 4)	2023: 0% ready and conditionally ready	2024: 5% ready and conditionally ready		1% ready and conditionally ready	5% Increase Target Met

Goal Analysis for 2024-2025

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

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

Overall implementation for Goal 1 during the 2024-2025 school year saw significant successes in foundational aspects of school culture and college/career readiness for many learners. The goal successfully built a positive school culture and improved aspects of college readiness, as evidenced by high family involvement and significant increases in ILP goal attainment. All action items in Goal One were fully implemented.

As a result, the school successfully maintained a "good" status on the SARC Facility Inspections Tools (FIT) for 2024-25, meeting its target and continuing to maintain a beautiful, clean, safe, and welcoming campus . Engagement efforts with educational partners were strong, maintaining 15 annual opportunities for 2024-25 and successfully implementing 3 programs for parents of unduplicated pupils and individuals with exceptional needs for 2024-25. Notably, the Annual Educational Partner Survey for 2024-2025 indicated that 83.3% of families felt that "the school provides adequate opportunities for me to be involved in my child's education" and "the school values and incorporates my input as an educational partner". Significant gains were made in college readiness, with a remarkable 35% increase in learners meeting their self-identified College/Career Individual Learning Plan (ILP) goals, achieving 83% in 2025. For College and Career Indicator, the baseline for 2023 All Students was 0% graduating prepared and 0% approaching prepared, with 2024 All Students showing 5.3% graduating prepared and 0% approaching prepared, an increase of 5.3% in those prepared. For a-g requirements, 0% of graduates met these in 2023 and 2024. College Credit Course Completion increased from 0% in 2023 to 5% in 2024. CAASPP (11th Grade) English Language Arts participation decreased by 19% and Math participation decreased by 21% for all learners. DataQuest Biliteracy remained at 0% in 2023 and 2024, Golden Merit Diploma decreased by 3.2% from 14.3% in 2023 to 11.1% in 2024, and CTE Completer Certificate remained at 0% in 2023 and 2024; however, progress was made this year with a new engaging CTE pathway that learners are highly involved in. A Dual Enrollment partnership with Antelope Valley College was also formed to support an Early Childhood Education pathway, where learners graduate high school with enough credits to be a preschool aide. Progress on all metrics related to college/career readiness and graduation is a long-term measurement, given that they measure a 4-year cohort of learners, and data indicated in this LCAP reflects initiatives taken during the 23-24 school year. Internal calculation and the % of learners who met a college/career readiness ILP goal suggest that the actions in the LCAP are supporting Goal 1, with slower data results in year 1.

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

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

Effective Actions as Measured by Their Metrics for Goal 1:

- Action 1.1 SARC FIT Tool-Facilities School maintained a "good" status on the SARC Facility Inspections Tools (FIT), meeting its target.
- Action 1.4 Annual Educational Partner Engagement Opportunities Maintained 15 annual opportunities for educational partner engagement, meeting the target.
- Action 1.5 Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs Successfully implemented 3 programs for parents of UDPs and individuals with exceptional needs, meeting the target.
- Action 1.6 CA School Dashboard State Indicator: College and Career Indicator % graduating prepared All Students showed a 5.3% increase in graduating prepared, meeting this target.
- Action 1.6 CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) College credit course completion increased by 5%, meeting the target.
- Action 1.6 CA School Dashboard: EAP Early Assessment Program: Prepared for college as indicated by ELA and math CAASPP scores (ready and conditionally ready) Increased by 26% in learners ready and conditionally ready, meeting the target.
- Action 1.6 College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal Increased by 7.5% in learners meeting their self-identified academic goal, meeting the target.
- Action 2.5 California Science Test: CAST (Note: Although listed under 2.5 in LCAP, it contributes to overall academic achievement under Goal 1) Increased by 25.5% in those meeting or exceeding expectations, meeting the target.
- Action 1.2, 1.3 SARC Misassignments of Teachers of English Learners Total Teacher Misassignments Improved by 0.2 in misassignments for teachers without credentials and 65.2% in misassignments for ELs, meeting the target.
- Action 1.6 EG DASS Internal Metrics Indicating Career Readiness (EG Only) - Pathways Fall 2024: Average Credits earned per semester Average credits earned per semester increased by 21.72.
- Action 1.6 EG DASS Internal Metrics Indicating Career Readiness (EG Only) - Spring 2025: Workforce Certifications Workforce Certifications increased by 7.
- Action 1.6 EG DASS Internal Metrics Indicating Career Readiness (EG Only) - Spring 2025: Senior Defense Completions Senior Defense Completions increased by 14.

Actions That Showed No Growth in the Metrics:

- Action 1.6 CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways. Remained at 0% for graduates completing both a-g requirements and CTE pathways in both 2023 and 2024.
- Action 1.7 DataQuest: Golden State Seal Merit Diploma Decreased by 3.2% from 14.3% in 2023 to 11.1% in 2024.
- Action 1.7 DataQuest: CTE Completer Certificate Remained at 0% in both 2023 and 2024.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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1	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	\$0.00	No
2	1.2 Fund High-Quality Staff	Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners.	\$0.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. LREBG: Action Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. NWEA MAP CGI will be utilized to monitor this action.	\$0.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$0.00	No
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and other opportunities to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$0.00	Yes
6	1.6 Promote College and Career Readiness through Individualized Learning (repeated expenditure, Goal 1, Action 2)	Counselors, leadership, and support staff will ensure high school graduates are college and career-ready based on the Dashboard CCI indicator by offering advanced and A-G classes, college credit courses, State Seal of Biliteracy, and CTE pathways to ensure graduates are prepared for college and career as indicated on the CA School Dashboard and learners' individualized learning plans. Learners will receive personalized counseling and support for college readiness throughout their school career and engage in personalized learning opportunities that allow each learner to set goals and work to meet them.	\$0.00	No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, and/or Senior Portfolio Defenses.	\$0.00	No

Goal

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

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

After analyzing the effectiveness of the goal in year 1, it remains unchanged based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 2, 4, and 7, and closing outcome disparities.

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

Actions in this goal will support success in:

- Learner achievement in ELA, Math, Science
- Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school
- Multi-Tiered Systems of Support and implementation of project-based learning
- English language development (ELD)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 3 ELD: 4 Math:3 Next Generation Science Standards: 3 History-Social Science: 3	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 3 ELD: 4 Math:3 Next Generation Science Standards: 3 History-Social Science: 3		4's and 5's in all content areas	Maintained
2	Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually (State Priority 2)	2023: 22 dedicated staff professional development/work days annually	2024-2025: 22 dedicated staff professional development/work days annually		Maintain at least 22 dedicated staff professional development/work days annually	Maintained Target Met
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 87.5% of staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as Baseline		Target: increase to and maintain at or above 90%	N/A

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified. (State Priority 2)	2024 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	2025 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4		Maintain 4's and 5's in each content area	Maintained Target Met
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5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	2023 CAASPP All Students: 77% participation rate 130.5 points below standard (no color) 117 points below state Socioeconomically Disadvantaged Learners 2023 CAASPP: 63% participation rate No score data available (less than 11 scores-data protected for privacy)	2024 CAASPP All Students: 58% participation rate 163.6 points below standard (no color) 150.4 points below state Declined 33.1 points Socioeconomically Disadvantaged Learners 2024 CAASPP: 60% participation rate no score data available (less than 11 score data protected for privacy)		Increase participation by 2% annually and scores 6 points closer to standard	All Learners Participation rate: decreased 19% Declined 33.1 points Socioeconomically Disadvantaged Learners Participation rate: decreased 3% N/A
6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	2023 CAASPP Math All Students: 79% participation rate 211 points below standard (no color) 161.9 points below state Declined 8.8 points Socioeconomically Disadvantaged Learners 2023 CAASPP: 67% participation rate no score data available	2024 CAASPP All Students: 58% participation rate 245.3 points below standard (no color) 197.7 points below state Declined 34.3 points Socioeconomically Disadvantaged Learners 2024 CAASPP: 60% participation rate no score data available (less than 11 score data protected for privacy)		Increase participation by 2% annually and scores 6 points closer to standard	"All Learners: Participation rate: decreased 21% Declined 34.3 points Socioeconomically Disadvantaged Learners Participation rate: Decreased 7% N/A
7	California Science Test: CAST (State Priority 4)	2023 CAST: 6.25% met or exceeded	2024 CAST: 30.7% met or exceeded		Increase 5%	Increased 25.5%

8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	2024 Fall to Spring Conditional Growth Index: Math 0.33 Reading 0.19	205 Fall to Spring Conditional Growth Index: Math 0.01 Reading 0		Maintain at or above -.2	Math: decreased .23 Reading: decreased .19 Target Maintained (whole school met at minimum 1 year academic growth)
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 Dashboard less than 11 learners (no color/score)	2024 Dashboard: less than 11 learners (no color)		The target will be established should data be made available	N/A
10	English Learner Individual Learning Plan (ILP) Goal: % of English Learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 55% of English Learners met their self-identified ELD goal	2025: 66.6% of English Learners met their self-identified ELD goal		60% of learners will meet their self-identified ELD goal	Increased by 11.6% Target Met

11	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 20% of English Learners Reclassified	2024 Internally Calculated: 16.7%		Maintain at or above 20% reclassification rate	Decreased by 3.3%
12	Access to and enrollment in a broad course of study internally measured: AP/IB Offerings CTE Offerings VAPA Offerings World Language Offerings College Credit Course Enrollment (State Priority 7)	AP/IB Courses: 0 VAPA Offerings: 14 CTE Offerings: 4 World Language Offerings: 4 College Credit Course Enrollment: 0	2025: AP/IB Courses: 0 VAPA Offerings: 9 CTE Offerings: 2 World Language Offerings: 4 College Credit Course Enrollment: 8		Maintain or increase # of offerings Increase College Credit Course Enrollment to 10	AP/IB Courses: maintained VAPA Offerings: decreased by 5 CTE Offerings: decreased by 2 World Language Offerings: maintained College Credit Course Enrollment: increased by 8
13	Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 55% of learners met their self-identified academic goal	2025: 62.5% of learners met their self-identified academic goal		60% of learners will meet their self-identified academic goal	Increased 7.5%

14	Extracurricular Opportunities Offered (State Priority 7)	2024: 3 extra curricular opportunities offered annually	2025: Over 10 extra curricular opportunities offered		Maintain at or above 3 opportunities	Increased by 6
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Goal Analysis for 2024-2025

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

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

Overall implementation for Goal 2 at Empower Generations during the 2024-2025 school year demonstrated a commitment to fostering academic achievement and providing high-quality teaching and learning opportunities. The "School Annual Goals 24-25" outlines a comprehensive set of actions, including continued implementation of Edmentum Curriculum, developing and aligning schedules, creating AWIRs with accommodations for EPS, collecting work samples, and creating a weekly check-in process for learners. The school also focused on building a rigorous academic program by creating advisory (seminar) programs, aligning advisory months with SLOs, and developing CTE courses. Furthermore, increased MTSS intervention efforts were demonstrated through creating Tier 2 supports for Math and ELA, implementing Read180 curriculum, and training staff on Khan Academy for Math intervention.

Successes and Areas of Strength:

Empower Generations maintained critical aspects of providing high-quality academic education. The Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials and Dashboard Local Indicator Survey Rubric Priority 2C: Local Indicator Survey maintained "Target Met" status in ELA, ELD, Math, and History-Social Science for 2025. This indicates successful access to and alignment with curriculum. Staff professional development and coaching saw consistent effort, with 22 dedicated staff professional development/work days annually for 2024-2025, maintaining its "Target Met" status.

Significant gains were made in academic goal attainment for learners, with the College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal increasing by 7.5%, reaching 62.5% in 2025. The California Science Test (CAST) showed a remarkable improvement, with learners meeting or exceeding the standard increasing by 25.5%, from 6.25% in 2023 to 30.7% in 2024. Misassignments for teachers without credentials and for English Learners also significantly improved.

The NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) in both Math and Reading, while showing a decrease from baseline for 2024 (Math: 0.33 to 0.01; Reading: 0.19 to 0), still met the overall target of maintaining at or above -0.2. This suggests that despite a decline from the initial baseline, learners are still achieving at least one year of academic growth. Access to and enrollment in a broad course of study also saw varied but notable trends for 2025, with AP/IB Offerings maintained at 0, CTE Offerings decreasing by 2, and VAPA Offerings decreasing by 5, while World Language Offerings maintained at 4 and College Credit Course Enrollments increasing by 8. This indicates a strong focus on college credit opportunities.

Challenges and Areas for Continued Focus:

Despite the efforts in implementing a rigorous academic program, state standardized testing results present clear areas for continued focus. CAASPP English Language Arts for All Students saw a decrease in participation rate by 19% and a significant decline in scores by 33.1 points in 2024. Similarly, CAASPP Mathematics for All Students experienced a decrease in participation rate by 21% and a decline in scores by 34.3 points in 2024.

For Socioeconomically Disadvantaged Learners, CAASPP English Language Arts participation decreased by 3% in 2024, and CAASPP Mathematics participation decreased by 7% in 2024. While no score data is available for these groups due to privacy protection for fewer than 11 scores, the decrease in participation rates still indicates a need for targeted support.

The Internally Calculated English Learner Reclassification Rate declined by 3.3%, moving from 20% in 2023 to 16.7% in 2024, indicating a need to re-evaluate strategies for reclassifying English Learners.

These Dashboard results, while reflecting initiatives from the 2023-2024 school year, highlight areas where the impact of implemented actions did not translate to state standardized assessments as desired. Empower Generations will continue to analyze the effectiveness of the Tier 2 supports, curriculum implementation, and professional development to ensure comprehensive academic growth for all learners, with a particular focus on improving outcomes on state assessments for all student groups.

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

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

Effective Actions for Goal 2: -Action 2.1, 2.2 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials & Dashboard Local Indicator Survey Rubric Priority 2C: Local Indicator Survey Maintained "Target Met" status in ELA, ELD, Math, and History-Social Science. -Action 2.5 Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually 22 dedicated staff professional development/work days annually, maintaining the "Target Met" status. -Action 2.4 Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal Increased by 7.5%, reaching 62.5% in 2025, achieving a "Target Met" status. -Action 2.5 California Science Test (CAST) Increased by 25.5% in learners meeting or exceeding the standard, moving from 6.25% in 2023 to 30.7% in 2024, meeting the target. -Action 2.5 NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math While Math CGI decreased to 0.01 and Reading CGI decreased to 0 from their 2024 baselines, the overall target of maintaining at or above -0.2 was met. -Action 2.1 Access to and enrollment in a broad course of study internally measured: College Credit Course Enrollment Increased by 8 (from 0 to 8), meeting the target. Ineffective Metrics for Goal 2 (as measured by available data) -Action 2.4 CA School Dashboard Indicator: CAASPP English Language Arts Participation rate decreased by 19% for all learners and scores declined by 33.1 points in 2024, remaining significantly below standard. -Action 2.5 CA School Dashboard Indicator: CAASPP Mathematics Participation rate decreased by 21% for all learners and scores declined by 34.3 points in 2024, remaining significantly below standard. -Action 2.3 Internally Calculated English Learner Reclassification Rate As Outlined By State Declined by 3.3%, from 20% in 2023 to 16.7% in 2024, not maintaining the target. -Action 2.1 Access to and enrollment in a broad course of study internally measured: CTE Offerings Decreased by 2 in 2025 (from 4 to 2), not meeting the target to maintain or increase. -Action 2.5 Annual Staff Survey: Professional Development Baseline for 2024-2025 is being established, so effectiveness cannot yet be determined (N/A). -Action 2.3 CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) Less than 11 learners (no color) in 2023 and 2024, making this metric not measurable (N/A). A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined, with particular focus on testing participation, testing achievement, and English Learner progress in ELD.
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A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	\$0.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	\$0.00	Yes
3	2.3 Deliver Effective ELD Programming	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies.	\$0.00	Yes
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. LREBG Action: Tying LREBG funds to Action 2.4 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By investing in the fidelity of MTSS and PBL implementation, we are empowering certificated staff with the instructional frameworks and methodologies proven to maximize academic achievement across all student groups. This action is a comprehensive strategy for creating a dynamic, responsive, and engaging learning environment that effectively addresses post-COVID academic and socio-emotional recovery, ensuring all students can reach their full potential through integrated academic/SEL systems. NWEA MAP CGI will be utilized to monitor this action.	\$0.00	No
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	\$0.00	No

Goal

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

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

After year 1 analysis of the effectiveness of the goal, this goal remains the same based on the 2024 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities.

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

Actions in this goal will support success in:

- Attendance and chronic absenteeism
- Graduation rates and dropout rates
- Suspension and expulsion rates
- Learner safety, connection, and wellbeing
- Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA School Dashboard: Suspension Rate (State Priority 6)	2023: 0% Suspended	2024: 0% Suspended		Maintain below 1%	Maintained Target Met
2	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0% Expelled	2024: 0% Expelled		Maintain below 1%	Maintained Target Met

3	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	2024-2025: 87% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	Same as Baseline		Maintain at or above 85%	N/A
4	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 69%	2023-2024 Attendance Rate: 80.1%		Increase 10%	Increased 11.1% Target Met
5	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023 Dashboard DASS School — not included in Dashboard	N/A		Target will be established should data be made available	N/A
6	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2022-2023: 28.6% Dropout Rate	2023-2024: 47.4% Dropout Rate		Maintain or decrease	Increased 18.8%
7	DataQuest Graduation Rate (State Priority 5)	2023 All Student: 4 year 2022-2023: 33.3% 5 year 2022-2023 41.7% Socioeconomically Disadvantaged Learners 2023 4-year Graduation Rate: 30%	2023 All Student: 4 year 2022-2023: 47.4% 5 year 2022-2023 61.9% Socioeconomically Disadvantaged Learners 2024 Graduation Rate: 41.7%		4 year: Increase 5% in three years 5 year: Increase 1% in three years	All Learners: increased 14.1% Socioeconomically Disadvantaged Learners: increased 11.7%

8	Social-Emotional Individual (SEL) Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP SEL goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 6)	2024: 64% of learners met their self-identified SEL goal	2025: 95.8% of learners met their self-identified SEL goal their self-identified goal.		69% of learners will meet their self-identified SEL goal	Increased 31.8%
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Goal Analysis for 2024-2025

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

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

Overall implementation for Goal 3 at Empower Generations during the 2024-2025 school year demonstrated a robust commitment to creating a safe, healthy, and supportive school environment where students can thrive. A sustained focus on fostering community partnerships, addressing mental health and housing needs, and ensuring student well-being underlines the school's dedication to this goal. Throughout the year, continuous engagement with educational partners and families, including specific outreach for mental health and pregnancy planning teens, indicates that Goal 3 actions were broadly implemented.

Successes and Areas of Strength:

Empower Generations successfully maintained key indicators of a safe and supportive environment. The CA School Dashboard: Suspension Rate remained at 0% in 2024, maintaining the "Target Met" status of below 1%. Similarly, the CA School Dashboard: Expulsion Rate also remained at 0% in 2024, maintaining its target of below 1%. The Annual Educational Partner Survey: Student Perception of School Safety and Connectedness for 2024-2025 showed that 87% of learners reported feeling "safe" and knowing "who to talk to and/or what to do if I feel unsafe," successfully maintaining the target at or above 85%.

Significant progress was made in promoting learner well-being and engagement. The CALPADS Attendance Rates increased notably by 11.1%, from a 2022-2023 baseline of 69% to 80.1% in 2023-2024. This reflects successful efforts in increasing student presence. The provision of Extracurricular Opportunities also saw substantial growth, increasing by 7 opportunities, with over 10 offered annually in 2025 compared to 3 in 2024. Furthermore, the Social-Emotional Individual (SEL) Learning Plan (ILP) Goal demonstrated remarkable success, with 95.8% of learners meeting their self-identified SEL goal in 2025, an increase of 31.8% from the 2024 baseline of 64%. This significantly exceeded the target of 69%. The S10 document also highlights ongoing positive community outreach efforts and the perceived effectiveness of new facilitators and communication within the school. The focus on finding community partnerships with resources for mental health and housing for learners and families, including specific support for maternal health and parenting teens, directly contributes to a healthy and supportive environment.

Areas for Continued Focus:

Despite overall positive trends in school climate and safety, one key metric, the CALPADS: Middle and High School Dropout Rate, presented a significant challenge. The dropout rate increased by 18.8%, from 28.6% in 2022-2023 to 47.4% in 2023-2024. This indicates a critical area that requires immediate and focused attention to understand underlying causes and implement effective retention strategies. Additionally, the CA School Dashboard: Chronic Absenteeism metric for the DASS School was not included in the Dashboard for both 2023 and 2024, meaning its effectiveness cannot be assessed.

While the qualitative data and many quantitative metrics suggest a highly supportive environment, the rising dropout rate stands out as a disparity that needs to be addressed through continued strategic planning and intervention. Empower Generations remains committed to leveraging its strong community partnerships and successful SEL initiatives to refine its approach and ensure all learners not only feel safe and supported but also remain engaged and persist in their educational journey.

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

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

Effective Actions as Measured by Metrics for Goal 3: -Action 3.1 CA School Dashboard: Suspension Rate Remained at 0% in 2024, maintaining the "Target Met" status of below 1%. -Action 3.1 CA School Dashboard: Expulsion Rate Remained at 0% in 2024, maintaining its target of below 1%. -Action 3.1 Annual Educational Partner Survey: Student Perception of School Safety and Connectedness 87% of learners reported feeling "safe" and knowing "who to talk to and/or what to do if I feel unsafe" in 2024-2025, maintaining the target at or above 85%. -Action 3.5 CALPADS Attendance Rates Increased by 11.1%, from a 2022-2023 baseline of 69% to 80.1% in 2023-2024. -Action 3.5 Extracurricular Opportunities Offered Increased by 7 opportunities, with over 10 offered annually in 2025 compared to 3 in 2024, meeting the target. -Action 3.5 Social-Emotional Individual (SEL) Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP SEL goal Increased by 31.8%, from a 2024 baseline of 64% to 95.8% in 2025, exceeding the target.				
Ineffective Actions as Measured by Metrics for Goal 3: -Action 3.3 CALPADS: Middle and High School Dropout Rate Increased by 18.8%, from 28.6% in 2022-2023 to 47.4% in 2023-2024, failing to meet the target to maintain or decrease.				
A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.				
There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. Implementation within each action will be thoughtfully planned and executed by school leadership and staff to make adjustments in areas where metrics declined.				

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices and Implement Multi-Tiered Systems of SEL Support	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners. Using MTSS, the school will provide training, resources, and supports to counselors, staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence.	\$0.00	No
2	Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 2)	School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate.	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. 83% of Empower Generations' total student population falls in an unduplicated group of English Learners, foster, homeless, or socioeconomically disadvantaged. 2023 CAASPP ELA and Math and CAST scores were well below state average and state standard, learners report adverse childhood experiences and meet Dashboard Alternative School Status, and report that small ratios and in-person support are important factors in their success.	The school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. The high-quality staff allows for the implementation of multi-tiered systems of support for academic intervention and social-emotional support. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that lead to increased engagement and academic achievement. These actions are being provided on a school-wide basis because all learners can benefit from additional staffing and support and 83% of the total population is identified as having high needs.	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (Metric 1.1 and 1.6)

Goal 1, Action 5	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. 83% of the school's population falls under an unduplicated group, 42% of learners are Hispanic/Latino, 4% of learners are English Learners, and over 70% of the school's population meets a DASS criteria. Through listening sessions and Panorama surveys, many families report a need for wrap-around services and extra support in the school-to-home connection. This data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success.	The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community. These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning as 83% of the total population is identified as having high needs.	Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings.
Goal 2, Action 2	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. Most learners at Empower Generations transfer into the school severely credit deficient, having failed one or more classes in the past. CAASPP ELA and Math scores and CAST scores are low.	Through root cause analysis, more curriculum and materials that support MTSS Tier II and III is needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally-competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards. These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS. While 83% of Empower's students are categorized as high-needs, MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.	Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings. (Metrics 2.4, 2.5, 2.6, 2.7, 2.8)

Goal 3, Action 4	Graduation rates for socioeconomically disadvantaged learners was 3% lower than the all student subgroup. Additionally, attendance rates are low.	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learners, socioeconomically disadvantaged learners) has been proven to increase attendance rates and graduation rates. Additionally, listening sessions with learners indicated a need for more social-emotional support, As a non-classroom-based school, facilities provide additional services for high-needs learners not typical in an independent study model. Facilities designed with trauma-informed principles in mind provide additional space and resources to increase additional social-emotional services and counseling.	Success will be tracked through attendance data, graduation rate, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings. (Metrics 2.3, 2.4, 2.6, 2.7, 2.8)
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Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 3	In the first year of the implementation of the new local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 24-25 school year, funding should continue to make lasting progress. While 20% of Empower Generations' English Learners were reclassified in 2022-2023, historically, the school has low rates of reclassification. There is a strong need to deliver ongoing, effective ELD programming and instruction.	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming.	Success will be tracked through reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. Should more than 11 students test in ELPAC, progress toward English proficiency as reported on the California Dashboard will also be included as a metric. (Metric 2.10)

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

N/A

Additional Concentration Grant Funding

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

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

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

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026			NaN		

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

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

2025-2026 Contributing Actions Table

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

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

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$861,865.00	

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	No	\$44,504.00	\$0.00
1	2	1.2 Fund High-Quality Staff	No	\$203,807.00	\$0.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$24,985.00	\$0.00

1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$12,388.00	\$0.00
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning (repeated expenditure, Goal 1, Action 2)	No	\$0.00	\$0.00
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	No	\$0.00	\$0.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	\$12,918.00	\$0.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$6,225.00	\$0.00
2	3	2.3 Deliver Effective ELD Programming	Yes	\$36,505.00	\$0.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$94,243.00	\$0.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$5,348.00	\$0.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices and Implement Multi-Tiered Systems of SEL Support	No	\$123,930.00	\$0.00
3	2	Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 2)	No	\$0.00	\$0.00
3	3	Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$231,558.00	\$0.00

3	4	Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$65,454.00	\$0.00
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2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	\$299,273.00		\$299,273.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$24,985.00	\$0.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$6,225.00	\$0.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	\$36,505.00	\$0.00	0.00%	0.00%
3	3	Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$231,558.00	\$0.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Empower Generations

	FY24/25 Estimated Actuals	FY25/26 Preliminary Budget	FY26/27 MYP	FY27/28 MYP
	81/66.51	85/72.51	85/72.51	85/72.51
Supplemental LCFF	283,726	329,482	336,763	337,231
REVENUE				
Principal Apportionment				
8011 - State Funding - Current Year LCFF	1,062,282	1,202,856	1,238,054	1,271,079
8012 - State Funding - EPA	13,242	14,502	14,502	14,502
8019 - State Funding - Prior Years	0	0	0	0
8096 - State Funding - Property Taxes	33,179	36,336	36,336	36,336
Total Principal Apportionment	1,108,703	1,253,694	1,288,892	1,321,917
Federal Revenue				
8181 - Federal Special Education - Entitlement	13,672	11,802	12,038	12,279
8182-MHADA IDEA	0	0	0	0
8220 - Federal Child Nutrition Programs	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	40,963	41,861	41,861	42,498
8291 - Federal Revenue - Other Revenue	0	0	0	0
Total Federal Revenue	54,635	53,662	53,898	54,776
Other State Revenue				
8311 - Other State Apportionments - Special Education	57,191	66,530	67,861	69,218
8312 - Other State Apportionments - Special Education Mental Health				
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0
8520 - State Child Nutrition	0	0	0	0
8530 - State Child Development Program	0	0	0	0
8550 - State Mandated Costs	3,485	4,141	4,261	4,406
8560 - State Lottery	18,291	19,795	19,795	19,795
8590 - All Other State Revenues	134,249	69,935	69,935	52,703
Total Other State Revenue	213,216	160,401	161,851	146,123
Other Revenue				
8631 - Sale of Equipment and Supplies	0	0	0	0
8632 - Sale of Publications	0	0	0	0
8634 - Food Service Sales	0	0	0	0
8639 - All Other Sales	0	0	0	0
8640 - After School Care	0	0	0	0
8645 - Student Activities	71	0	0	0
8650 - Leases and Rentals	0	0	0	0
8655 - Facilities Use	0	0	0	0
8660 - Interest	10,614	10,614	10,614	10,614
8672 - Nonresident Student (Exchange, etc)	0	0	0	0
8680 - Service Fees	0	0	0	0
8682 - Start-Up Reimbursements	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0	0
8690 - Misc Local Income	0	0	0	0
8699 - All Other Local Revenue	44,054	1,500	1,500	1,500
8705 - Camp Income	3,676	3,676	3,676	3,676
8710 - Vendor Program & Online Classes	0	0	0	0

8715 - PreSchool Tuition	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0
8810 - Family Giving Donations	0	0	0	0
8820 - Private & Corporate Donations	0	0	0	0
8830 - Fundraising	1,107	1,107	1,107	1,107
8840 - Grants	547	547	5,000	5,000
8999 - Unallocated Income	225,625	265,125	185,400	150,000
Total Other Revenue				
Total Revenue	285,694	282,569	207,297	171,897
Expenditures	1,662,248	1,750,327	1,711,939	1,694,713
Certificated Salaries				
1110 - Credentialed Teacher Salaries	0	0	0	0
1120 - Credentialed Home Study Teacher Salaries	110,011	164,000	167,280	170,626
1130 - Credentialed Education Specialist Salaries (SpEd)	77,333	91,375	93,203	95,067
1140 - Credentialed Elective Teacher Salaries	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	19,344	6,336	0	0
1190 - Credentialed After School/Extra Duty Salaries	3,200	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	25,144	28,005	25,708	25,965
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	41,167	42,008	38,562	38,947
1310 - Credentialed Directors	147,663	143,208	145,541	146,996
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0
1930 - Credentialed Other Support	0	0	0	0
Total Certificated Salaries	423,861	474,932	470,294	477,600
Classified Salaries				
2110 - Classified Elective Salaries	49,147	112,011	113,131	78,262
2120 - Classified Classroom Aide Salaries	0	0	0	0
2130 - Classified Substitutes	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0
2160 - Classified Learner Services	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	28,676	33,600	34,272	34,957
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0	0
2310 - Classified Directors	0	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	139,178	127,746	137,817	139,195
2910 - Classified CARE Team Yard Duty Salaries	0	0	0	0
2920 - Classified After School Misc Salaries	0	0	0	0
2930 - Classified After School Care Salaries	0	0	0	0
2940 - Classified Food Services Salaries	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	12,491	16,848	17,016	17,185
2960 - Classified Preschool Aide Floater	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0
2990 - Classified Health Office Support (Nurse)	0	0	0	0
Total Classified Salaries	229,491	290,205	302,236	269,600

Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	78,931	90,712	89,826	91,222
3102 - State Teachers' Retirement System - Classified positions	0			
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	75	0	0	0
3302 - OASDI (Social Security) - Classified positions	13,546	17,993	18,739	16,715
3311 - Medicare - Credentialed	5,866	6,887	6,819	6,925
3312 - Medicare - Classified	3,251	4,208	4,382	3,909
3401 - Health & Welfare Benefits - Credentialed positions	29,196	30,948	32,805	34,773
3402 - Health & Welfare Benefits - Classified positions	13,496	14,306	28,980	30,429
3501 - State Unemployment Insurance - Credentialed positions	1,522	2,375	2,351	2,388
3502 - State Unemployment Insurance - Classified positions	1,857	1,451	1,511	1,348
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	4,890	4,139	4,703	4,776
3602 - Worker Compensation Insurance - Classified positions	2,697	2,512	3,022	2,696
3701 - Retiree Benefits - Credentialed positions	0	0	0	0
3702 - Retiree Benefits - Classified positions	3,150	0	0	0
3801 - PERS Reduction - Credentialed positions	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0
3901 - Other Benefits - Credentialed positions	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0
Total Employee Benefits	158,478	175,530	193,139	195,181
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	10,285	2,398	2,446	2,495
4120 - Core Curriculum - Software & Programs	1,781	4,234	4,319	4,405
4130 - Other Curriculum	3,500	0	0	0
4210 - Professional Development References	0	0	0	0
4220 - Other Books & References	125	250	125	125
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	10,000	5,500	5,610	5,722
4310 - Science Supplies	500	300	250	250
4315 - Art Supplies	0	0	0	0
4317 - Assessment Supplies	0	1,200	0	0
4320 - PE Supplies	320	400	320	320
4325 - Custodial Supplies	3,700	3,700	2,000	2,000
4330 - Health & Safety	300	300	300	300
4335 - Home Study Stipend	0	0	0	0
4340 - Office Supplies	2,180	2,200	1,900	1,500
4345 - Printing & Reproduction Supplies	900	900	900	900
4350 - Spiritwear	0	0	0	0
4355 - Facilities Supplies	1,200	1,200	1,000	1,000
4410 - Classroom Furniture & Equipment	2,000	5,000	2,000	2,000
4420 - NonClassroom Furniture & Equipment	130	20,000	130	130
4430 - IT Equipment & Supplies	20,631	19,357	13,500	13,770
4710 - Vended Food Service	0	0	0	0
4720 - Food Supplies	349	0	0	0

4730 - Catering Supplies	0	0	0	0
4740 - Cafe Other Supplies	0	0	0	0
Total Books and Supplies	57,901	66,939	34,800	34,918
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	3,000	0	3,500	2,500
5220 - Travel for Intersite Business - Mileage*	400	200	400	404
5230 - Conference & Workshop Registration Fees	7,757	340	1,000	1,010
5240 - Professional Development - Meetings & Collaborations	1,200	10,000	1,200	1,212
5310 - Professional Dues, Memberships, and Subscriptions	4,577	5,600	4,577	4,623
5410 - Liability Insurance	14,856	14,856	14,856	15,005
5420 - Other Insurance	0	0	0	0
5510 - Utilities - Electricity	11,000	11,142	11,365	11,592
5520 - Utilities - Gas	4,000	2,177	2,221	2,265
5530 - Utilities - Water	0	0	0	0
5540 - Utilities - Trash	0	0	0	0
5550 - Operations - Janitorial Services	0	0	0	0
5560 - Operations - Security	4,000	5,670	5,783	5,899
5570 - Utilities - Other	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	171,500	176,330	178,094	179,875
5620 - Leases	0	0	0	0
5630 - Repairs & Maintenance - Facilities	2,000	12,158	12,280	12,402
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	285	950	0	0
5710 - Transfers of Direct Costs	0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0
5801 - Professional Services - Service Fees	96,557	159,489	161,112	165,240
5802 - Professional Services - District Oversight Fees	11,087	12,537	12,662	12,789
5803 - Professional Services - Business Services	4,043	8,148	8,229	8,312
5804 - Professional Services - Auditing & Tax Preparation	12,150	15,250	15,403	15,557
5805 - Professional Services - Payroll Fees	2,668	5,508	5,563	5,619
5806 - Professional Services - Consultant Fees	54,577	4,960	5,010	5,060
5807 - Professional Services - BTSA	2,290	3,100	3,131	3,162
5808 - Professional Services - Legal Fees	26,231	15,000	15,150	15,302
5809 - Professional Services - Shared/Leased Employees	20,575	1,100	1,111	1,122
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0
5811 - Professional Services - Course Development	0	0	0	0
5820 - Professional Services - Contributions/Donations	140	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	1,490	1,689	1,706	1,723
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	5,203	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	2,035	800	808	816
5826 - Operating Expenditures - Interest	0	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	3,168	4,200	4,242	4,284
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0
5829 - Operating Expenditures - Events	100	60	61	61
5830 - Operating Expenditures - Marketing & Advertising	14,000	24,328	24,571	24,817

5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	500	0	0	0
5840 - Operating Expenditures - Software Licenses	2,495	4,398	4,442	4,486
5850 - Student Services Expenditures - Student Information System	12,031	12,000	12,120	12,241
5851 - Student Services Expenditures - Student Assessment Services	0	0	0	0
5852 - Student Services Expenditures - Special Education Contracted Services	162,029	134,640	135,986	137,346
5853 - Student Services Expenditures - Student & Group Activities	28,500	0	0	0
5854 - Student Services Expenditures - Electives & Enrichment	0	43,500	7,500	7,575
5855 - Student Services Expenditures - Substitutes	0	0	0	0
5856 - Student Services Expenditures - Student Transportation	0	3,600	3,636	3,672
5910 - Telephone & Fax	1,617	0	0	0
5915 - Cell Phones	0	0	0	0
5920 - Internet Services	5,368	1,909	6,000	6,060
5925 - Website/Communication Fees	22	100	0	0
5930 - Freight Expense	0	0	0	0
5940 - Postage Expense	195	400	124	125
Total Services and Operating Expenditures	693,646	696,139	663,842	672,156
Total Expenditures	1,563,378	1,703,745	1,664,312	1,649,455
Depreciation	29,820	29,820	29,820	29,820
Net Income	69,050	16,762	17,807	15,438



Empower Generations 2025 - 2026

Regular Scheduled Board Meetings

Board Approved:

All meetings will be held at Empower Generations School at 5:30 unless otherwise publicly noticed.

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

September 16, 2025

November 18, 2025

January 27, 2026

February 17, 2026

March 17, 2026

April 28, 2026

May 19, 2026

June 17, 2026 - Wednesday - 5:00

June 24, 2026 - Wednesday - 5:00



**Empower Generations
2025 - 2026 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information**
Board Approved:

The Consolidated Application is used by the California Department of Education to apply for and distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. The application is submitted online through a web-based Consolidated Application Reporting System (CARS).

Schools can request participation in Federal programs including: Title I Part A, Basic Grant (Low Income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Students [LEP]) Title IV, Part A (Student Support and Academic Enrichment).

Once funds have been applied for the Winter Release of the application, the LEA's entitlements for each funded program will begin to be planned for and monitored. Out of each Federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at the school. In addition, every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs and provide assurances that the LEA will comply with the legal requirements of each program.

**Federal Program Descriptions that Empower Generations
Would Be Applying For:**

Title I Part A: Helping Disadvantaged Children:

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality:

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified facilitators in the classroom and highly qualified school directors and leadership residents in schools.

Title IV, Part A: Student Support and Academic Enrichment:

A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet state standards. Supplementary services are provided by these programs to support the core program. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified facilitators, coaches, counselors, care team members, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the learners requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the School Governing Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The School Director and/or designee reviews program regulations and guidelines with all site staff, parent groups such as iSupport and ELAC as applicable, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Schools are responsible to oversee the funding budget, allowable expenditures, program development, and learner outcomes.

It is recommended that **Empower Generations** submit the Consolidated Application for the Federal Funded Programs listed above by date required by the State and Federal Government.

Dual Enrollment at Antelope Valley College

Partnership with iLEAD Online, iLEAD Agua Dulce, and Empower Generations

Key Information from the proposed CCAP Agreement with Antelope Valley College (AVC) for the School Board:

What is a CCAP?

- **College and Career Access Pathways (CCAP) Agreement:** This is a formal partnership with Antelope Valley College (AVC) to offer dual enrollment classes to the school's learners.
- **Goal:** To create seamless pathways from high school to college, particularly for students who may not be traditionally college-bound or are underrepresented in higher education. It also aims to improve high school graduation rates and enhance college and career readiness.
- **Support:** In the Vision 2030 document, the California Community College Chancellor set the goal of all California high school students graduating with a minimum of 2 units of dual enrollment credit by 2030.
- **Legal Basis:** The agreement is consistent with Assembly Bill No. 288 (AB 288).
- **Collaboration:** Three of iLEAD's network schools are entering a CCAP agreement in partnership with AVC. This allows learners from these three schools to enroll in dual enrollment college courses together if needed. This enables a larger course selection to meet minimum enrollment, resulting in greater course selection for learners at all three schools.

Key Benefits for Learners and the School:

- **Renewal:** Earning a C or higher in two community college classes grants a learner "prepared" status for college/career readiness on your school's California School Dashboard. This supports your charter renewal efforts.
- **Access to College Credit:** Students can take AVC college courses while in high school and receive both credit toward high school graduation and college credit classes (many of them transferable to a four-year university).
- **Career Technical Education (CTE) and Transfer Focus:** Courses offered under this agreement will be applicable towards CTE credentials/certificates or preparation for transfer to four-year universities.
- **Improved College Readiness:** Early exposure to college coursework helps students prepare for the academic rigor of higher education.
- **Increased Graduation Rates:** Research shows that students who complete college credit in high school are more likely to earn their high school diplomas.
- **No Cost:** Tuition and fees are waived for both learners and the school. The only cost incurred by the school is applicable books and supplies of individual courses, if needed.
- **Safe and Secure:** Learners take classes with other learners at the school or within the iLEAD network of schools. This creates a safe and supportive learning environment.
- **Access to Student Support Services:** Students will be eligible for AVC student support services, including counseling, guidance, assessment, placement, and tutoring.
- **Greater Range of Offerings:** Partnering with AVC allows learners to take classes that the school may not offer.



**ANTELOPE VALLEY COLLEGE DISTRICT AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT**

**MEMORANDUM OF UNDERSTANDING
Empower Generations [2025-2030]**

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and among Antelope Valley Community College District ("DISTRICT"), located at 3041 West Avenue K, Lancaster, CA 93536, and Empower Generations ("EG"), whose address is 44236 10TH Street West, Ste. 105, Lancaster, 93534 for the providing of dual enrollment classes to the Empower Generations Charter School identified in "Exhibit A" attached hereto and incorporated herein (the "SCHOOL").

WHEREAS, the mission of the DISTRICT includes providing educational programs and services that are responsive to the needs of the students enrolled in the DISTRICT's training and academic program;

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences;

WHEREAS, the SCHOOL is a public charter school serving grades 9-12 located in Los Angeles County and within the regional service area of DISTRICT, unless otherwise specified and agreed as specified in Sec. 2(e) of Education Code 76004, as added by Assembly Bill No. 288 ("AB 288");

WHEREAS, DISTRICT, desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities to the SCHOOL, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" as specified in Sec. 2 (a) of AB 288 and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec.1 (d) of AB 288; and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community Colleges Chancellor's Office, and DISTRICT.

NOW THEREFORE, DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for **five years, beginning on August 1, 2025, and ending on June 30, 2030**, and requires a review every year by July 1st, unless otherwise terminated in accordance with Section 19 of this CCAP Agreement.
- 1.2 This CCAP Agreement, Exhibit A and the Appendix attached hereto outline the terms of the agreement between the parties. The appendix attached to this CCAP Agreement and incorporated by this reference ("Appendix") shall specify additional details regarding, but not be limited to, the total number of high school students to be served and the total

number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1) of AB 288.

1.3 The Appendix shall identify a point of contact for the participating DISTRICT and the SCHOOL. Sec. 2 (c)(2) of AB 288.

1.4 A copy of this CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and California Department of Education before the start of the CCAP partnership. Sec. 2 (c)(3) of AB 288.

2. DEFINITIONS

2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL have been approved in accordance with the policies and guidelines of the DISTRICT and applicable law. Sec. 2 (a) of AB 288.

2.2 Consistent with AB 288, this CCAP Agreement may include "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d) of AB 288.

2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1 Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) of AB 288 and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d) of AB 288.

3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of this CCAP Agreement who have been admitted to the DISTRICT and who meet all

applicable prerequisites. Student selection criteria may be further specified in the Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through this CCAP Agreement will be determined by DISTRICT and shall comply with applicable law and DISTRICT standards and policies.

- 3.3 College Admission and Registration - Procedures for students participating in this CCAP Agreement shall be governed by the DISTRICT and shall comply with the admissions and registration guidelines set forth in applicable law and DISTRICT policy.
- 3.4 Student Records - It is the responsibility of the student to follow the DISTRICT process when requesting an official DISTRICT transcript for grade submission to the SCHOOL unless otherwise specified in the Appendix.
- 3.5 Priority Enrollment - DISTRICT participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g) of AB 288.
- 3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d) of AB 288.
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of a CCAP Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day - EG shall ensure that it shall teach the SCHOOL's students participating as part of this CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The DISTRICT will be responsible for processing student applications.
- 4.2 The DISTRICT will provide the necessary admission and registration forms and procedures and in consultation and coordination both the DISTRICT and will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 SCHOOL agrees to work with DISTRICT in the admission and registration of SCHOOL's students as may be necessary and requested by DISTRICT.

- 4.4 SCHOOL and DISTRICT understand and agree that successful DISTRICT admission and registration requires that each participating student has completed the DISTRICT enrollment application process.
- 4.5 Participating students enrolled in a course offered through this CCAP Agreement shall not be assessed any fee described in the following California Education Code Sections: 49011 Pupil fees; 76060.5 Student representation fee; 76140, 76141, and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees. Sec. 2 (f)(q) of AB 288

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011 Pupil fees. See also Sec. 2 (t)(q) of AB 288. The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5 Student representation fee; 76140, 76141 and 76142 Nonresident tuition and corresponding permissible "capital outlay" fee and/or "processing fee"; 76223 Transcript fees; 76300 Course enrollment fees; 76350 Apprenticeship course fees; and 79121 Child development center fees.
- 5.2 The total cost of books and instructional materials for SCHOOL's students who enroll in a DISTRICT course offered as part of this CCAP Agreement will be specified in the Appendix to this CCAP Agreement. Costs will be borne by the SCHOOL.
- 5.3 Participating students must meet all DISTRICT prerequisite requirements as established by the DISTRICT and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official DISTRICT transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the DISTRICT catalog.
- 5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the DISTRICT for information regarding applicable policies and procedures.
- 5.6 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the DISTRICT or through the SCHOOL. DISTRICT shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the DISTRICT. EG will work to ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive DISTRICT credit. Students must comply with, and submit appropriate

information/paperwork, by all published deadlines. Transcripts will be annotated according to DISTRICT policy.

- 5.8 A course dropped within the DISTRICT drop "without a W" deadline will not appear on the SCHOOL's or the DISTRICT's transcript.

6. CCAP AGREEMENT COURSES

- 6.1 The DISTRICT may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement. Sec. 2 (o)(l) of AB 288
- 6.2 Courses offered as part of this CCAP Agreement at the DISTRICT may not limit enrollment in the course. Sec. 2 (o)(l) of AB 288
- 6.3 The DISTRICT is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and education program are offered on site at the SCHOOL or at the DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by a DISTRICT shall be determined by DISTRICT with the approval of the Governing Board and will be recorded in the Appendix to this CCAP Agreement. Sec. 2 (c)(l) of AB 288
- 6.5 Courses offered as part of this CCAP Agreement either at the DISTRICT or SCHOOL shall be jointly reviewed and approved.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL shall be of the same quality and rigor as those offered on DISTRICT campus and shall comply with DISTRICT academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL shall be listed in the DISTRICT catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL shall adhere to the official course outline of record and the student learning outcomes established by the DISTRICT's academic department.
- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to DISTRICT as well as any corresponding policies, practices, and requirements of the SCHOOL. In the event of a conflict between DISTRICT's course related regulations, policies, procedures, prerequisites and standards and the SCHOOL's policies, practices and requirements, the DISTRICT's regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of the DISTRICT shall be permitted by the SCHOOL to ensure that courses offered as part of this CCAP Agreement in the SCHOOL are the same as the courses offered on the DISTRICT campus and in compliance with DISTRICT academic standards.

- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with DISTRICT's guidelines, policies, pertinent statutes, and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with DISTRICT guidelines, policies, pertinent statutes, and regulations.
- 6.13 DISTRICT has the sole right to control and direct the instructional activities of all instructors teaching the DISTRICT courses.
- 6.14 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL, and shall involve collaborative effort between the SCHOOL and the DISTRICT to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n) of AB 288.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching DISTRICT courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by DISTRICT.
- 7.2 Instructors who teach DISTRICT courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL site.
- 7.3 The DISTRICT shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by DISTRICT.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be held to the same standards of achievement as students in courses taught on the DISTRICT campus.
- 8.2 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be held to the same grading standards as those expected of students in courses taught on the DISTRICT campus.
- 8.3 Students enrolled in DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs,

etc.) as students in courses taught on the DISTRICT campus.

- 8.4 SCHOOL's personnel will perform services specified in 9.4 as part of their regular assignment. Personnel performing these services will be employees of SCHOOL, subject to the authority of SCHOOL, but will also be subject to the direction of DISTRICT, specifically with regard to their duties pertaining to the DISTRICT courses.
- 8.5 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating DISTRICT and SCHOOL on all the following information: Sec. 2 (t)(1) (A-0) of AB 288.
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A) of AB 288.
 - The total number of college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B) of AB 288.
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C) of AB 288.
 - The total number of full-time equivalent students generated by the CCAP partnership community college district participants. Sec. 2 (t)(1)(0) of AB 288.

9. APPORTIONMENT

- 9.1 DISTRICT shall include the SCHOOL's students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2) of AB 288.
- 9.3 EG agrees and acknowledges that DISTRICT will claim apportionment for the SCHOOL's students enrolled in community college course(s) under this CCAP Agreement. SCHOOL shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2(r) of AB 288.
- 9.4 Effective January 1, 2017, AB 2364 amended California Education Code 76140 to exempt specific nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. With the passage of AB 2364 Districts are allowed to claim apportionment for students eligible for nonresident tuition exemption.

10. CERTIFICATIONS

- 10.1 DISTRICT certifies that it has not received full compensation for the direct education costs for the conducting of the courses offered as part of this CCAP Agreement from other sources.
- 10.2 SCHOOL agrees and acknowledges that DISTRICT will claim apportionment for the SCHOOL's students enrolled in community college course(s) under this CCAP Agreement.
- 10.3 This CCAP Agreement certifies that any DISTRICT instructor teaching a course on a SCHOOL campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h) of AB 288.
- 10.4 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of anexisting high school teacher teaching the same course on that high school campus. Sec. 2(i) of AB 288.
- 10.5 The DISTRICT certifies that:
- A community college course offered for college credit at the participating SCHOOL does not reduce access to the same course offered at the partnering DISTRICT. Sec. 2 (k)(l) of AB 288.
 - A community college course that is oversubscribed or has a waiting list shall not be offered or included in this CCAP Agreement. Sec. 2 (k)(2) of AB 288.
 - This CCAP Agreement is consistent with the core mission of the DISTRICT pursuant to Section 66010.4, and that students participating in this CCAP Agreement will not lead displacement of otherwise eligible adults at the DISTRICT. Sec. 2 (k)(3) of AB 288.
- 10.6 This CCAP Agreement certifies that each of SCHOOL and DISTRICT comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the faculty member teaching the courses offered for high school credit pursuant to this CCAP Agreement. Sec. 2 (l) of AB 288.

11. PROGRAM IMPROVEMENT

- 11.1 DISTRICT and SCHOOL may annually conduct surveys of participating SCHOOL's pupils, instructors, principals, and guidance counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

12. RECORDS

- 12.1 Permanent records of student attendance, grades and achievement will be maintained by **EG** for SCHOOL's students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades and achievement for DISTRICT students shall be maintained by DISTRICT.
- 12.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required

by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

13. REIMBURSEMENT

- 13.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

14. FACILITIES

- 14.1 SCHOOL will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to DISTRICT or the participating students. SCHOOL will clean, maintain, and safeguard its premises. SCHOOL will ensure that facilities are safe and compliant with all applicable building, fire, and safety code.

- 14.2 SCHOOL will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL students. The parties understand that such equipment and materials are the SCHOOL's sole property.

The instructor teaching the DISTRICT courses shall determine reasonable books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL understands that no equipment or materials fee may be charged by the SCHOOL to students except as may be provided for by Education Code 49011.

- 14.3 The DISTRICT facilities may be used subject to mutual agreement by the parties as expressed in the Appendix to this CCAP Agreement.

15. INDEMNIFICATION

- 15.1 SCHOOL agrees to and shall indemnify, save, and hold harmless the DISTRICT and their governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL, their officers, employees, independent contractors, subcontractors, agents, and other representatives.

- 15.2 DISTRICT agrees to and shall indemnify, save, and hold harmless the **EG** and the SCHOOL and their governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the respective DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the DISTRICT their officers, employees, independent contractors, subcontractors, agents, and other representatives.

16. INSURANCE

- 16.1 SCHOOL, in order to protect the DISTRICT, their agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any

manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the DISTRICT, their agents, employees, and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to DISTRICT.

- 16.2 DISTRICT, to protect the SCHOOL, shall secure and maintain in force insurance coverage or an approved program of self-insurance as specified in Section 10a and 10b of the Appendix.

17. NON-DISCRIMINATION

- 17.1 Neither the SCHOOL nor the DISTRICT shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

18. TERMINATION

- 18.1 Either party may terminate this Agreement with or without cause by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 19 below.

19. NOTICES

- 19.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

DISTRICT
Antelope Valley Community College District
3041 West Ave. K
Lancaster, CA 93530
Attn: Dr. Kathy Bakhit,
Academic Affairs VP

SCHOOL
Empower Generations Charter School
4236 10th Street West, Ste. 105
Attn: Sajae Davison,, School Director, Superintendent

20. ADA/ACCESSIBILITY

- 20.1 With respect to ADA compliance EG shall:
- 20.1.1. Conform to section 508 of the Rehabilitation Act and WCAG 2.1, Level AA specifications.
 - 20.1.2. Comply with all applicable FCC regulations regarding advanced communications services
 - 20.1.3. Resolve immediately any accessibility issues that are discovered or encountered by end users, and communicate a concrete timeframe for resolving the issue(s).
 - 20.1.4. Prior to contract signing, must present a VPAT or other documentation demonstrating compliance.

21. INTEGRATION

- 21.1 This CCAP Agreement sets forth the entire agreement between the parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the parties with regard to the subject matter hereof are incorporated into this CCAP Agreement.

22. MODIFICATION AND AMENDMENT

- 22.1 No modifications or amendments to any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the parties.

23. GOVERNING LAWS

- 23.1 This CCAP Agreement shall be governed by and construed in accordance with the laws of the State of California. Any legal proceedings brought to interpret or enforce the terms of this Agreement, shall be brought in Los Angeles County, California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1 For locations outside the geographical boundaries of DISTRICT will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

- 25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of this CCAP Agreement is ever held invalid under any law or ruling, that provision or part of this CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

[Signature pages on the following page.]

IN WITNESS WHEREOF, the duly authorized representative of each party does hereby execute this document on, as set forth below.

By: Antelope Valley Community College District

Dr. Jennifer Zellet
Superintendent/President

By: Empower Generations Charter School

Sajae Davison
School Director, Superintendent

EXHIBIT A

1. Empower Generations Charter School

Additional iLead Entities

2. iLead Online

PRINTED NAME: _____

SIGNATURE: _____

DATE: _____

iLead Online Board Approval

3. iLead Aqua Dulce

PRINTED NAME: _____

SIGNATURE: _____

DATE: _____

iLead Aqua Dulce Board Approval

**APPENDIX
TO
ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT AND CAREER ACCESS
PATHWAYS PARTNERSHIP AGREEMENT FOR DUAL ENROLLMENT**

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is among Antelope Valley Community College District ("DISTRICT"), located at 3041 West Ave. K, Lancaster, CA 93536 and **Empower Generations**, located at 44236 10TH Street West, Ste. 105, Lancaster, 93534 on behalf of the California charter school identified on "Exhibit A" to the CCAP Agreement (the "SCHOOL");

WHEREAS, DISTRICT and DSPC agree to record DISTRICT and **EG** /SCHOOL's specific components of the CCAP Agreement using this appendix ("Appendix") for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the DISTRICT for those students; the scope, nature, time, location, and listing of college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2(c)(I) of AB 288.

WHEREAS, this Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in college courses; and Sec. 2 (c)(I) of AB 288.

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 660 I 0.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2(k)(3) of AB 288.

NOW THEREFORE, DISTRICT and **EG** agree as follows:

1. CCAP AGREEMENT

- a. DISTRICT and **EG** shall ensure that two public (informational and adoption) meetings are held in the review and approval of the CCAP Agreement. Sec. 2 (6) of AB 288.
- b. DISTRICT shall file the CCAP Agreement with the office of the Chancellor of the California Community Colleges prior to the start of the partnership. Sec. 2 (c)(2) of AB 288.
- c. DISTRICT and **EG** shall review and establish new or amended CCAP Agreements annually on or before and follow the protocols set forth in (a) and (b) of this section.
- d. DISTRICT and **EG** points of contact and designated educational administrators: Sec. 2 (c)(2) of SB 288.

LOCATION	NAME	TELEPHONE	EMAIL
COLLEGE	Rosalind Brown Director, Dual Enrollment	661-722-6527	Rosalind.Brown@avc.edu
EG	SAJAE DAVISON School Director	661-403-7167	
EG	Allison Bravo Director of School Initiatives	808-753-3882	Allison.Bravo@ileadcalifornia.org

Educational Administrator	Dr. Kathy Bakhit		Kathy.Bakhit@avc.edu

2. STUDENT SELECTION

- a. SCHOOL shall certify that all participating students meet the minimum school day reporting requirements as specified in California Education Code 46114 and 41146. In all circumstances the DISTRICT shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. SCHOOL shall select students consistent with the intent of AB 288 to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d).
- c. DISTRICT and SCHOOL shall certify that participating students will have a signed parental consent form on file with the DISTRICT. Preamble and Sec. 2 (c)(l).
- d. DISTRICT and SCHOOL shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p)(1-3).

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. DISTRICT is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL or the DISTRICT.

4. CCAP AGREEMENT PROGRAM YEAR 2025-2026 - DISTRICT has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2025-2026
COLLEGE:	Antelope Valley College District
EDUCATIONAL PROGRAM:	Dual Enrollment
SCHOOL:	Empower Generations Charter School
HIGH SCHOOL(S):	Charter School as listed on Exhibit A to CCAP Agreement

TOTAL NUMBER OF STUDENTS TO BE SERVED:	
TOTAL NUMBER OF FTES:	

COURSE NAME	COURSE NUMBER	TERM	NO. OF SECTIONS	TIME	DAYS/HRS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
	TBD	Fall 2025		TBD		TBD	AVC	EG
	TBD	Fall 2025		TBD		TBD		iLEAD-AD
	TBD	Fall 2025		TBD		TBD		iLEAD-OL

**Pursuant to 4CD Business Procedure 2.02, Instruction Service submit an ISA if the Employer of Record is the School District for the instructor teaching the course(s) listed*

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(l):

Evaluation of high school transcript to determine progress toward high school diploma. Recommendations from high school teachers and counselor regarding academic and socio/emotional readiness to succeed in a college environment.
--

5. **BOOKS AND INSTRUCTIONAL MATERIALS** -The total cost of books and instructional materials for SCHOOLS students participating as part of this CCAP agreement will be borne by the SCHOOL.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
TBD	TBD	TBD	TBD	TBD

6. MANDATED ANNUAL STATE REPORTING

- a. DISTRICT and **EG** shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. DISTRICT and **EG** shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before date established by the district and shall be reported annually in compliance with all applicable state and federal privacy laws. DISTRICT and **EG** shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t)(l)(A) of AB 288.
- c. DISTRICT and **EG** shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t)(l)(B) of AB 288.
- d. DISTRICT and **EG** shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t)(l)(C) of AB 288.
- e. DISTRICT and **EG** shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. Sec. 2 (t)(l)(D) of AB 288.
- f. DISTRICT and **EG** shall ensure that the point of contact for each site establishes protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. DISTRICT and **EG** shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. DISTRICT shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. DISTRICT and **EG** understand and agree that education records of SCHOOL's students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). DISTRICT **EG** each agree to hold all student education records generated pursuant to the CCAP Agreement in strict confidence and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. Limitation on Use. DISTRICT and **EG** shall ensure that the SCHOOL's student education record that it receives pursuant to the CCAP Agreement shall be used solely for

a purpose(s) consistent with its authority to access that information pursuant to Federal and State law, as may be applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

- c. Recordkeeping Requirements. DISTRICT and **EG** shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By the signature of its authorized representative or agent on the CCAP Agreement, each the DISTRICT and **EG** hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

- a. DISTRICT and **EG** shall ensure that the SCHOOL adheres to the terms outlined in Section 14, Facilities, of the CCAP Agreement.
- b. DISTRICT, as part of Section 14.3 of the CCAP Agreement, shall extend access and use of the following DISTRICT facilities: NONE

10. INSURANCE

- a. DISTRICT, in order to protect the **EG** and SCHOOL, their agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of the CCAP Agreement, shall secure and maintain in force during the entire term of the CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name **EG** and SCHOOL, their agents, employees, and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the **EG**

For the purpose of Workers' Compensation, DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services and receiving instruction under the CCAP Agreement. DISTRICT agrees to hold harmless, indemnify, and defend **EG** and the SCHOOL, their directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by DISTRICT's personnel connected with providing services under the CCAP Agreement. DISTRICT is not responsible for non-DISTRICT personnel who may serve as instructors or students who are not affiliated with the DISTRICT.

6/2025 Uniform Complaint Procedures Policy.

Review: This Uniform Complaint Procedures (“UCP”) Policy contains rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by the School.

UPDATES

- The following requirement was a state-mandated addition to the policy -”Instructional Materials and Curriculum: Diversity”
- The DESIGNATION OF RESPONSIBLE EMPLOYEE was updated to the current school’s director.

Empower Generations
Uniform Complaint Procedures Policy
Board Approved:

The Board of Directors of Empower Generations Charter School (the “School”) recognizes that they are responsible for complying with applicable state and federal laws and regulations governing educational programs.

This Uniform Complaint Procedures (“UCP”) Policy contains rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by the School. The School developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600-4687. The School has primary responsibility to ensure School’s compliance with applicable state and federal laws and regulations, and School will investigate and seek to resolve UCP complaints in accordance with this UCP policy. This UCP has been approved by the School’s Board of Directors.

UCP COMPLAINTS

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by the School’s employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, learner advancement and retention, learner discipline, learner records, the Brown Act, and other general education requirements, are not UCP complaints. The School, however, may use these complaint procedures to address _____ complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include: complaints regarding certain programs and activities (list below); complaints alleging the charging of learner fees for participation in an educational activity; complaints regarding non-compliance with the requirements of the School’s Local Control and Accountability Plans (“LCAP”); or an allegation of unlawful discrimination, harassment, intimidation, or bullying in certain programs or activities.

Complaints Regarding Programs and Activities

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- | | |
|--|---|
| • Accommodations for Pregnant and Parenting Learners | • Career Technical and Technical Education; Career Technical and Technical Training |
| • Adult Education | • Childcare and Development Programs |
| • After School Education and Safety | • Compensatory Education |
| • Agricultural Career | |

- Technical Education
- Education and Graduation requirements of Learners in Foster Care, Homeless Learners, former Juvenile Court Learners, and Learners of Military Families
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Learner
- Schoolsite Councils
- School Plan for Learner Achievement
- School Safety Plans
- Learner Fees, which includes a purchase that a learner is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Complaints Regarding the School's LCAP
- Every Learner Succeeds Act
- Instructional Materials and Curriculum:Diversity
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the School which is funded directly by, or that received or benefits from, any state financial assistance
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

THE UCP ANNUAL NOTICE

The School provides notice of this UCP on an annual basis. The notice addresses all learners, employees, parents or guardians, school committee members, appropriate private school officials or representatives (if applicable), and other interested parties. The notice includes information regarding allegations about discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the position at the School who is responsible for and knowledgeable about processing UCP complaints. The School's annual UCP notice is in English. If 15% or more of learners enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well pursuant to Education Code § 48985.

DESIGNATION OF RESPONSIBLE EMPLOYEE

The School Director is the employee responsible for receiving, investigating and responding to UCP complaints (the “Responsible Employee”):

Sajae Davison

44248 10th Street West

Lancaster, CA 93534

infor@empowergenerations.org

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to an appropriate School official, who will help assist how the complaint will be investigated.

The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaints. The School may consult with legal counsel as appropriate.

CONFIDENTIALITY AND NON-RETALIATION

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation or bullying remains confidential as appropriate.

COMPLAINT PROCEDURES

Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a learner may only be filed by that learner or that learner's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the

filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to learner fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complaints shall be filed with the Responsible Employee at the address provided herein. A learner fees complaint may also be filed with the School's Responsible Employee or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except for complaints regarding the educational rights of foster youth as specified in 5 CCR § 4630.5. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, School will investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial

measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant's representative and the School's representative to present information relevant to the complaint or investigative process.
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the "Investigation Report") within sixty (60) calendar days of receipt of the complaint, unless complainant agrees to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

1. The finding(s) of fact based on the evidence gathered;

2. Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
3. If the School finds merit in the complaint, the corrective actions required by law;
4. Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
5. Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

An Investigation Report shall not include learner information protected under the Family Educational Rights and Privacy Act (FERPA) or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a learner or employee. If a learner or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the learner or employee was informed of the School's expectations.

If the School finds merit in a complaint regarding learner fees, physical education instructional minutes, or LCAP, the remedy will go to all affected learners and parents/guardians. The School, in good faith will engage in reasonable efforts to identify and fully reimburse all learners, parents and guardians who paid any unlawful learner fee within one year prior to the filing of the complaint.

APPEAL PROCESS

A complainant may appeal the School's Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the California Department of Education ("CDE"). This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures;
2. Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
3. The material findings of fact in the Investigation Report are not supported by substantial evidence;
4. The legal conclusion in the Investigation Report is inconsistent with the law; and/or
5. In a case in which the School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with: (1) a copy of the locally filed complaint; and (2) a copy of the School's Investigation Report:

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating learners should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814
916-319-8239

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814
916-319-0809

Appeals of decisions regarding learner fees or all other educational program complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814
916-319-0929

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

For learners, employees, parents/guardians, school committee members, school officials, and other interested parties.

Empower Generations Charter School ("Charter School") annually notifies learners, employees, parents or guardians, and other interested parties of the Uniform Complaint Procedures ("UCP") process. The Charter School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

1. Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Learners
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Education and Graduation requirements of Learners in Foster Care, Homeless Learners, former Juvenile Court Learners, and Learners of Military Families
- Regional Occupational Centers and Programs
- Reasonable Accommodation to a Lactating Learner
- Schoolsite Councils
- School Plan for Learner Achievement
- School Safety Plans
- Learner Fees, which includes a purchase that a learner is required to make to obtain materials, supplies, equipment or clothes associated with an educational activity
- Charter School's LCAP
- Every Student Succeeds Act
- Instructional Materials and Curriculum: Diversity
- Migrant Education
- Physical Education Instructional Minutes
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- State Preschool
- Career Technical and Technical Education; Career Technical and Technical Training
- Childcare and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content (grades nine through twelve)
- Complaints of Discrimination, Harassment, Intimidation and/or Bullying any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics set forth in Penal Code § 422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the Charter School which is funded directly by, or that received or benefits from, any state financial assistance
- Any other state or federal educational program the State Superintendent of Public Instruction or the California Department of Education or designee deems appropriate

2. Filing a UCP Complaint

Generally, a UCP complaint shall be filed no later than one year from the date the alleged violation occurred. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. For complaints relating to Local Control and Accountability Plans ("LCAP"), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the Charter School.

Complaints Concerning Learner Fees

A learner enrolled in the Charter School shall not be required to pay a learner fee for participation in an educational activity. A learner fees complaint may be filed with the Executive Director or designee.

A learner fee includes, but is not limited to, all of the following:

1. A fee charged to a learner as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a learner is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a learner is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A learner fee or LCAP complaint may be filed anonymously (without an identifying signature) if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Designated Official

The designated official ("Responsible Employee") to receive and investigate complaints is:

Sajae Davison

44236 10th Street West

Lancaster, CA 93534

infor@empowergenerations.org

The Charter School will ensure that the Responsible Employee and other employees who may be assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible.

3. Investigation Report and Right to Appeal

Complaints will be investigated and an Investigation Report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with the Charter School's UCP policies and procedures.

The complainant has a right to appeal the Charter School's decision concerning complaints regarding specific programs and activities subject to the UCP to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of the Investigation Report.

4. Charter School's Responsibilities

The Charter School advises complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the CDE.

The Charter School advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures.

The Charter School provides a standardized notice with educational and graduation requirements for learners in foster care, learners who are homeless, learners from military families and learners formerly in Juvenile Court now enrolled in a school district. The following is link to a standardized notice developed by the California Foster Youth Education Task Force of the educational rights of learners in foster care, learners who are homeless, former juvenile court learners now enrolled in a school district, and learners in military families as specified in Education Code sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2: http://www.cfyetf.org/publications_19_421458854.pdf.

Copies of the UCP policy shall be available free of charge.

All Charter School learners have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General and available on the California Attorney General website here: <https://oag.ca.gov/immigrant/rights>. The Charter School shall inform learners who are victims of hate crimes of their right to report such crimes.

Name _____

Address

Telephone _____

- 1 School site and person you are filing a complaint against:

2 Has this been discussed with him/her? Y N Date:

- 3 Has the complaint been discussed with the principal or supervisor? Y_____N_____ Date: _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

[illegible]

What remedy or action do you suggest?

Signature:

Email Form To: info@empowergenerations.org

Mail Form To: 44236 10th St. West, Suite 105 Lancaster, CA 93535

Date received by Empower Generations Office: _____

Updated Holiday Policy 25-26

The Holiday Policy has been updated with two main changes:

- 1) All dates of holidays have been updated.
- 2) Significant discussions have been had regarding the winter break. As it stands now, many salaried employees have fewer working days than hourly employees (especially those hourly employees who work year-round). As a way to bridge that gap, and make working conditions more equitable, we would like to add some additional paid holidays for hourly employees. The first would be to include the Wednesday before Thanksgiving. The second would be to create a “winter holiday” that would go from December 24, 2025 to January 2, 2026, and include both Christmas and New Years’ Day. This would add a total of 7 new paid holidays to the existing schedule for hourly employees who are normally scheduled to work during these days.

In reality, the number of employees who would qualify for these days is relatively small. It is designed for those hourly employees who must work all 12 months. Since schools are out, it is typically a slower time of year, so the workload is already lower. It would help boost employee morale, and it helps our recruiting efforts to have these additional holidays.



EMPOWER GENERATIONS
Full-Time and Part-Time Hourly Employee Holiday Benefit Policy

Board Approved: ~~June 20, 2024~~

The following is our company's holiday benefit policy that outlines all the days of the year that we acknowledge and observe as holidays. Empower Generations will close its doors on these days and employees are expected to comply by not working. Work done on a day that falls on an observed holiday will only be approved when the work is absolutely necessary to perform vital job functions related to the needs of the organization such as payroll information submission and processing, state reporting, or any urgent matters that cannot be delayed until after the holiday.

Holiday Benefit Policy Effective July 1, 2025~~4~~ through June 30, 2026~~5~~

Eligibility

~~Exempt salaried employees are eligible to receive holiday pay.~~

Non-exempt hourly employees who are classified as regular, full-time or part-time employees are eligible to receive holiday pay.

Hourly full-time employees will receive their normal rate of pay for holidays identified by Empower Generations and set forth on a schedule issued by Human Resources, and approved by the School Board annually.

Hourly eligible part-time employees will receive holiday pay on a prorated basis (paid at the rate of hours that would have normally been worked on that particular holiday day of the week).

Hourly employees who are not scheduled to work during summer break or winter break are not eligible to receive holiday pay for any holidays that occur during these breaks.

If a recognized holiday falls during an unpaid leave of absence, no pay will be given for the Holiday.

The following employees are NOT eligible for holiday benefits:

- Temporary employees
- Employees in internship programs.

Paid Holidays

Empower Generations recognizes the following paid holidays each year:

- Independence Day (7/4/2025~~4~~)
- Labor Day (9/12/2025~~4~~)
- Veterans' Day (11/11/2025~~4~~)

- Thanksgiving Holiday (11/26~~8~~/2024 and 11/28~~9~~/2024)
- Winter Holiday, including New Year's Day (12/24/2025 to 1/2/2026) ~~Christmas (12/25/2024)~~
- ~~New Year's Day (1/1/2025)~~
- Martin Luther King Day (1/19~~20~~/2026~~5~~)
- Presidents' Day (2/16~~7~~/2026~~5~~)
- Memorial Day (5/25~~6~~/2026~~5~~)
- Juneteenth (6/19/2026~~5~~)

Should a holiday fall on a weekend, the holiday will be observed on the workday closest to the holiday.

Procedures

The following conditions apply to Empower Generations's holiday benefit policy:

- Holiday pay will not be considered as time worked for the purpose of overtime calculations.
- Holiday pay is computed at an individual employee's base rate of pay.
- If an hourly employee is scheduled to work on a holiday, the employee will be paid his or her regular rate of pay plus holiday pay.
- Holidays will not be paid to employees on any type of unpaid leave.
- Holidays falling within an approved scheduled vacation will be recorded as holiday pay.
- An employee must be present at work on his or her last scheduled day prior to the holiday and the first scheduled day after the holiday to receive holiday pay.

Religious Holidays

Apart from observed state and national holidays, some employees may observe separate religious holidays. Employees may take **PSL, Vacation, or** unpaid time off for an observed religious holiday, unless such an arrangement will cause undue hardship to our company.

Revised 7/1/2025~~4~~

Vacation Policy Updates

The updates to the Vacation Policy focus on two main changes.

- 1) The spirit of vacation days are to be away from work so that employees can “sharpen the saw”. With that in mind, we removed the suggestion that vacation days should be used for appointments. The term appointments implies medical appointments, and the school provides paid sick leave for medical related appointments. This change wouldn’t preclude employees from using vacation days for medical appointments, but it no longer encourages it. Further, the current version doesn’t designate in what increments vacation hours can be used. This change limits requests to either half-day or full-day usage.
- 2) Current policy doesn’t discuss the potential for “borrowing” vacation time. Previously we would give all employees the full allotment of vacation days on their first day of employment. We were running into problems with employees resigning shortly after being hired, and according to California law, we had to pay them out for those vacation days. We modified the policy for the current year so that employees would accrue vacation time across the duration of the year. With that change we found that employees who were planning vacations, didn’t yet have the vacation accrual saved up. So our unwritten procedure was that employees could “borrow” vacation days that they haven’t accrued, but only the amount they would have accrued during the current school year. This puts that procedure in writing, and also requires that they pay back any “borrowed” time left should they resign or be terminated.



Vacation Policy

Board Approved:

Purpose:

Empower Generation's ("EG") paid vacation plan is a part of the benefits package extended to full-time, year-round staff members and is designed to provide employees with the opportunity to balance their work and home lives. The purpose of this policy is to provide eligible employees with flexibility from work that can be used for such needs as vacation, personal or family business, ~~appointments~~, volunteerism, and other activities of the employee's choice. EG's goal is to provide time for personal rejuvenation and to reduce unscheduled absences while providing reasonable accommodation to full-time staff members without impacting employee compensation.

Eligibility:

Staff members eligible for this benefit include non-instructional staff regularly scheduled and working 30 hours or more per week (.75 FTE) and 250 or more days per year.

Accrual:

Employees will accrue vacation time based on the following rate:

- Up to 15 days of paid vacation per year, accruing at the rate of 1.25 days (10 hours) per month worked. The monthly accrual of 1.25 days (10 hours) will be allocated to the employee on the first day of each month.
- The maximum vacation time accrual is 15 days (120 hours). Once the maximum has been reached, the employee will stop accruing vacation time until already accrued vacation time has been used.

Usage:

Employees may request accrued vacation time in half-day or full-day increments. "Borrowing" of vacation time that has not yet been accrued must be approved by the supervisor and/or School Director, and depending on the needs of the school, may be denied. In any event, an employee may not borrow more vacation time than they are scheduled to accrue in the current school year.

Upon termination (voluntary or involuntary), employees will be required to pay the school for any vacation time that was used but remains unaccrued.

Requesting Time Off:

New employees can request vacation time upon the completion of their first month of employment. Employees should submit a request for vacation time to their supervisor at least two weeks in advance. Approval of requested vacation time is not guaranteed, but additional advance notice will decrease the chances of denial of the request. Requests will be granted on a first-come, first-served basis, taking into consideration the needs of EG.

Unused Vacation Time:

Employees are encouraged to use all of their accrued vacation time by the end of the school year. Any vacation time not used by June 30th of each school year will not be forfeited. Unused vacation time will roll over into the next school year, but the maximum allowable accrual at any time is 15 days (120 hours).

Payout:

Accrued and unused vacation hours will only be paid out at the employee's current hourly rate upon separation from employment with EG, or upon a change in position in which the new position is not eligible to accrue vacation time, employees are not entitled to "cash out" accrued and unused vacation hours during their employment with EG.

Vacation time is a benefit that provides employees with the opportunity to rest and recharge, and we encourage employees to take advantage of this benefit. However, it is also important to balance the needs of the schools that we serve with the needs of individual employees, and we ask that all requests for vacation time be made with consideration for the needs of EG and the learners.

BYOD Policy Changes

The BYOD (Bring Your Own Device) policy relates to employees using their personal cell phones for work-related purposes.

In California, employees using their personal devices for work-related purposes may require the school to compensate them for reasonable costs. In order to determine that requirement, we have to ask two main questions; 1) are they actually using their own devices?; and 2) is there any other communication method already provided by the school? If the school provides methods of communication (office phones, walkie-talkies, etc.), the use of a personal device is a convenience, not a necessity.

With that in mind, a review of the current policy, and a review of the actual usage was done. What we determined was that the current policy tracked pretty closely with actual usage. However, in order to more clearly state who is eligible for a cell phone reimbursement, we modified the agreement to remove some ambiguity, and list specific roles that qualify for the reimbursement.



Empower Generations

Employee BYOD Cell Phone Policy

Board Approved: ~~June 30, 2022~~

Empower Generations extends its employees the privilege of using smartphones and tablets of their choosing at work for their convenience. Empower Generations reserves the right to revoke this privilege if users do not follow the BYOD agreement outlined below as well as the School Communication and Technology Use Policy outlined in the Employee Guidebook. Additionally, employees whose job duties require them to use a cell phone for business purposes are eligible for a monthly reimbursement. This agreement is intended to outline the terms of the monthly reimbursement and to protect the security and integrity of Empower Generations data and technology infrastructure.

1. **Policy:** Employees whose job duties include the frequent need for a cell phone **and who do not have another means of communication provided by the employer** may receive a Cell Phone Reimbursement Benefit to cover business-related costs associated with using their personal cell phone.
 - a. Empower Generations will not provide a Cell Phone Reimbursement benefit of an amount greater than the employee's current service plan.
 - b. The cell phone service is personally owned and may therefore be used for both personal and business calls.
 - c. As a general rule, cell phones should not be selected as an alternative if other means of communication are available to the employee – e.g., land-lines, radio phones, walkie-talkies. Employees who are able to use such alternative means for all communications necessitated by their job duties, and therefore do not need to use their cell phones for work purposes, are not eligible to receive the cell phone reimbursement.
2. **Cell Phone Reimbursement Benefit:**
 - a. **Eligibility:** Employees eligible for a cell phone reimbursement generally include department heads, supervisors, and full-time employees whose job duties regularly require emergency call back, irregular work hours or other job-related factors that require the employee to utilize a cell phone to perform their job duties. If any employee not otherwise eligible for cell phone reimbursement under this policy believes that he or she believes that he or she needs to use a personal cell phone to conduct Empower Generations business, the employee should contact his or her department head immediately to discuss whether he or she qualifies for a reimbursement.
 - b. **Reimbursement Amount:** The standard monthly cell phone reimbursement amount shall be as follows for all Empower Generations employees unless job classification, work location, and duties do not require employee-provided cell phone reimbursement or reimbursement at different rates.

- ~~• School / Site Director \$75 ¶~~
- ~~• Office/Business Manager \$35 FT ¶~~
- ~~• Outreach Coordinator and other Administrative FT \$35 PT \$17.50 ¶~~
- ~~• Educational Facilitator FT \$25 PT \$10 ¶~~
- ~~• Student Support FT \$25 PT \$10 ¶~~
- ~~• Student Support Care Team FT \$15 PT \$10~~

Position	Amount
School Director	\$75
iLeadership Resident	\$50
Office Manager, Business Manager, Maintenance Lead	\$35 (Full-Time) \$17.50 (Part-Time)
Educational Facilitator	\$25 (Full-Time) \$10 (Part-Time)

- c. Cell Phone Reimbursement Benefit Payment: The approved Cell Phone Reimbursement Benefit will be included in the employee's paycheck as a Cell Phone Reimbursement Benefit, provided the employee attests to the amount being less than the cost of their cell phone service. This benefit is not an increase to base pay, and will not be included in the calculation of percentage increases to base pay due to salary increases, promotions, etc.
- d. Employees who believe they are not being adequately reimbursed for work related usage of their personal cell phones are encouraged to consult with their department head, and should be prepared to submit their detailed cell phone bill indicating which charges and calls are business-related for reimbursement of actual charges that exceed the reimbursement amount.

3. Department Supervisor Responsibilities:

- a. Determine if reimbursements should be changed, continued, discontinued, or if an additional amount is needed;
- b. Notify ~~Human Resources~~ **Employee Services** if the employee no longer requires a benefit due to responsibility changes or termination.

4. Employee Responsibilities:

1. Any employee who receives a cell phone reimbursement must provide their department head and the School's Technology Department with their current cell phone number and immediately notify both parties if the number changes.
2. The cell phone service is personally owned and may therefore be used for both personal and business calls.
 - a. Employees may choose the cellular service provider and plan design of their choice.
 - b. If available from the school's contracted cellular service provider, employees may be able to take advantage of discounts for their personal

service plans if they utilize the same provider as the school.

3. An employee with a cellular telephone reimbursement must maintain an active cell phone contract for the life of the reimbursement.
4. Empower Generations will not be responsible for any fees associated with any change or cancellation of the employee's cell phone plan. For example, if an employee resigns, and no longer wants to retain the current cell phone contract for personal purposes, any cancellation charges will be the employee's responsibility.
5. Employee acknowledges Empower Generations Employment Guidebook- the phone numbers of employees who receive the cell phone reimbursement will be added to the Empower Generations email signature line, business cards, published in an internal Empower Generations directory, and may be provided both internally and externally for business purposes.

5. Independent Contractors, Consultants, and Non-Employee Board Members:

- a. Independent Contractors, Consultants, and Non-Employee Members are not eligible for a cell phone reimbursement and should submit requests for reimbursement for any properly reimbursable expenses pursuant to the procedures outlined in their individual contracts with Empower Generations.

6. Acceptable Use of Company-Owned Devices and Electronic Resources:

- a. Empower Generations defines acceptable business use as activities that directly or indirectly support the business of Empower Generations.
- b. Employees may be blocked from accessing certain websites during work hours/ while connected to the corporate network at the discretion of Empower Generations.
- c. Devices may not be used at any time to:
 - Store or transmit illicit (i.e. pornographic, obscene or sexually explicit) materials.
 - In any manner illegal (i.e. contrary to local state, or federal laws)
 - In any way that is harassing or offensive on the basis of any protected category, abusive, or threatening, defamatory, or intentionally damaging or violating the privacy of information of others.
 - Employees may use their mobile device to access the following company-owned resources: email, calendars, contracts, documents, etc.
 - Employees do not have any expectation of personal privacy in any matters stored in, created, received, or sent using company-owned devices or electronic resources.
 - Empower Generations has a zero-tolerance policy for texting or emailing while driving and only hands-free talking while driving is permitted.

7. Devices and Support

- a. Connectivity issues are not supported by the Empower Generations IT Department; employees should contact the device manufacturer or their carrier for operating system or hardware-related issues.

8. Security

- a. It is strongly encouraged that employees install “Find My Phone” application or another loss prevention application in case of loss or theft. It is the responsibility of the employee to change passwords on all Empower Generations Schools accounts, such as email accounts, as soon as loss or theft occurs.
- b. In order to prevent unauthorized access, devices are to be password protected when not in use.
- c. Devices are not to be shared ownership.
- d. Upon termination of employment, all data belonging to Empower Generations Schools is to be removed from device.

Remote-Work Policy Replacing Telework Policy

The existing Telework Policy will be replaced by this Remote-Work policy.

The original Telework Policy was a result of the Coronavirus Pandemic which resulted in the need for a clearly explained policy regarding an employee's ability to work remotely. This revised policy is a revised and updated version that is intended to replace the existing Telework Policy in its entirety.

While there may appear to be significant changes, in this policy, a majority of them are centered around three things:

- 1) Moving away from the term "Telework". Remote-Work is a more accurate term for the ability to work away from a designated office location.
- 2) More clearly defining that it is the School and the supervisors that determine the schedule and appropriate remote location.
- 3) Updating the procedures on how to request the privilege of working remotely.

While this is a rather lengthy policy, and there appears to be many redlines, the spirit of the original policy remains in place, and the majority of the changes and updates are administrative in nature.



Remote-Work Policy and Procedures

Introduction

This Remote-Work Policy is intended to replace the existing Telework Policy in its entirety.

Remote-working is a flexible work arrangement that allows employees to work remotely at home, ~~or in a satellite location~~ for all or part of their workweek, ~~or at an alternative designated location for a short duration~~. While all employees have a primary work location, ~~the~~ The Organization considers remote-working to be a viable, flexible work option when both the employee and the position are suited to such an arrangement. This Remote-Work policy is to promote general work efficiency, to continue operations during an emergency, or to accommodate other unique circumstances as approved by your supervisor/Manager.

Remote-working may be appropriate for some employees and positions, but not for others. Remote-working is a benefit, not an entitlement, and it in no way changes the terms and conditions of employment with the Organization.

Definitions

- **Remote-work**

Providing availability during the organization's business operating hours, and working one or more regularly scheduled work days away from an employee's primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Remote-worker**

An employee who has received approval by their supervisor/manager to perform job duties away from an employee's primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Organization**

Employer(s) of record (i.e. company)

The Organization makes available four Remote-work arrangement options. Managers will review with the employee if either of these work arrangement options are feasible and make changes as warranted according to business needs.

1. **Hybrid Remote-Work**

This work arrangement involves the flexibility to perform work at the ~~designated primary work location~~ ~~worksite~~ and outside of the primary ~~work location~~ ~~worksite~~. For example, the employee works 3 days on site and 2 days remotely. The supervisor/manager ~~will and employee~~ establish a ~~mutually agreed upon~~ schedule.

2. **Short Term Remote-Work**

This work arrangement involves the flexibility to perform work out of the primary worksite either in state or out of state for ~~three weeks~~ 30 days or less per year. This option is intended as a short-term accommodation when faced with certain life events. It is not intended to promote work while on vacation.

3. Full-time Remote-Work primary residence in the state of the employing organization

This work arrangement involves working remotely on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during Remote-Working.

4. Full-time Remote-Working primary residence out of the state of the employing organization

This work arrangement involves working remotely outside of the state of the primary employer's home office on a continuous basis. The supervisor/manager ~~will and employee~~ establish work and communication expectations for achieving work success during Remote-Working. The employee may be required to report in-person for meetings, trainings, or other work-related activities as determined by the supervisor.

Eligibility and Procedures

Before entering into any Remote-Working arrangement, the ~~employee and~~ supervisor/manager, will take the following into consideration to determine eligibility:

Position suitability

Suitable positions for Remote-Working are characterized by clearly defined tasks, essential functions and work products. The employee and supervisor/manager will discuss the job responsibilities and ~~the supervisor/manager will~~ determine if the position is suitable and appropriate for a Remote-Work arrangement. An employee's position may be suitable for Remote-Work when:

- The employee's primary duty includes the exercise of discretion and independent judgment with respect to matters of significance related to general business operations of the employer or the employer's customers.
- The position is primarily knowledge-based.
- The employees hold themselves to measurable deliverables.
- The position does not require frequent face to face interaction at the regular worksite with supervisor/managers, colleagues, clients, or the public, or in person.
- The essential functions do not require the employee's immediate presence at the regular worksite to address unscheduled events, unless alternative arrangements for coverage are determined to be possible by the supervisor/manager.
- The position is not essential to the management of on-site workflow.

Employee suitability

~~Human Resources and the~~ The employee and supervisor/manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful Remote-Workers. An employee may be suitable for Remote-Working when they demonstrate and possess the following performance criteria:

- Demonstrates dependability and responsibility
- Effectively communicates with supervisors, coworkers, and clients

- Possesses the ability to work with minimal to no supervision
- Demonstrates a consistently high rate of productivity
- Demonstrates job knowledge and level of skill to perform the job effectively and efficiently
- Possesses the ability to prioritize work effectively
- Demonstrates good organizational and time management skills.
- Demonstrates motivation

~~Employee will be provided with the Telework Safety Checklist for completion and return to your supervisor/manager and cc: Employee Services at employeeservices@ileadcalifornia.org.~~

Employment

This policy does not imply or serve as a contract or guarantee of continued employment for any particular length of time nor does alter or limit the right to terminate “at will” employment. Job responsibilities, compensation, benefits, standards of performance, and performance evaluations remain the same as when working at the regular work site. The supervisor/manager reserves the right to assign work as necessary at any work site.

Remote-Workers remain obligated to comply with all Organization rules, policies, procedures, and practices. Violation of Organization policies may result in preclusion from Remote-Work and/or disciplinary action, up to and including termination of employment.

Business Hours and Workweek

The core business hours shall be 8:00 a.m. to 4:30 p.m. (PST) Monday through Friday, with a (30) minute meal break each day unless the employee’s supervisor/manager has pre-approved an alternate work schedule. An employee may be scheduled to work evening hours or on a weekend. The workweek begins at 12:00 a.m. (PST) Saturday and ends at 11:59 p.m. (PST) on Friday.

Meal and Rest Periods

Employees are encouraged to step away from work technology during scheduled work breaks and meals to give their mind a rest from the digital world, and to maintain mental and physical wellbeing. In the workday, take time to engage in mindfulness activities such as stretching, walking and making time for digital breaks.

Nonexempt Employees

Remote-Working employees who are not exempt from the overtime requirements of the Fair Labor Standards Act will be required to accurately record all hours worked using the Organization’s time-keeping system.

The law requires that nonexempt employees working in excess of five (5) hours be provided a minimum thirty (30) minute meal break. The Organization permits its employees to take a thirty (30) minute meal break each day. Accordingly, it is the Organization’s policy that a meal break must be taken each day by employees working five (5) or more hours per shift, unless six (6) hours completes the shift and the nonexempt employee waives their meal break in writing. Meal periods must be taken no later than the end of the employee’s fourth hour of work (in other words, no later than four hours and 59 minutes into the employee shift).

Overtime hours worked in excess of those scheduled per day and per workweek require the

advance approval of the Remote-Worker's supervisor/manager. Failure to comply with this requirement may result in the immediate termination of the Remote-Working arrangement.

Timekeeping

Employees are required to record time taken off (vacation, holiday, sick days, jury duty, and bereavement, military leave, workers' compensation, etc.). Request for time off without available sick and vacation accruals (if applicable) will be designated as unpaid. Please use the appropriate no pay selection in the time keeping system. If you require time off for a leave of absence, please [open a Human Resources ticket in the self-service portal](#)~~contact the Employee Services at employeeservices@ileadcalifornia.org.~~

Communication

Remote-Working employees are to be available by phone, text, web conferencing, and instant messaging during regular business operating hours to assist and support management, co-workers, vendors, students, parents, and customers. Non-compliance with communication with your supervisor/manager and/or internal department team members and cross functional departments teams may result in corrective action including termination of Remote-Work arrangement and up to termination of employment.

Operational Needs

The employee may be called into the office or to a Company event when necessary to meet operational needs or where one's physical presence may be required. The supervisor/manager should provide reasonable notice whenever possible. However, the employee may be required to report to the office without advance notice, as needed. The following are examples of events where one's physical presence may be required, but is not limited to:

- iLEAD Staff ~~Kickoff~~ ~~Retreat~~
- ~~Camp Make~~
- All-Boards ~~Dinner~~ ~~Retreat~~ (if applicable)
- Professional Learning (if applicable)
- Board Meetings (if applicable)
- ~~20-day Meetings (if applicable)~~
- ~~Hiring Events: Star Search/Leadership Cafe~~ (if applicable)
- Leadership Connections (if applicable)
- Team Collaborations (if applicable)

Dress Code

Employees ~~who~~^{that} are approved for Remote-Working are to maintain a business casual appearance when engaging in virtual video meetings with clients, vendors, leadership, peers, student and parents.

Dependent Care

Remote-Working is not designed to be a replacement for appropriate childcare. Although an individual employee's schedule may be modified to accommodate childcare needs, the focus of the arrangement must remain on successfully fulfilling job responsibilities and expectations and meeting business demands. Prospective Remote-Workers are encouraged to discuss expectations of Remote-Working with family members prior to Remote-Work arrangement.

Absences

If a Remote-Worker becomes ill on a scheduled Remote-Work day, the Remote-Worker must

notify their supervisor/manager within one hour of expected start time. If a return date is unknown, the Remote-Worker must notify supervisor/manager an hour or before the start time of regular work shift. Remote-Workers who are ill or injured and anticipate being away from work for more than five (5) business days should speak with their health care provider ~~and/or our Human Resources department~~ ~~Employee Services~~ for information about Leave of Absence (LOA) or State Disability Insurance benefits.

Equipment and Supplies

On a case-by-case basis, the Organization will determine, with information supplied by the employee and the supervisor/manager, the appropriate equipment needs (including hardware, software, hotspot data, virtual phone lines and other office equipment) for each Remote-Working arrangement. The ~~Human Resources~~ ~~Employee Services~~ and Information Technology Services Departments will serve as resources in this matter. Equipment supplied by the organization will be maintained by the organization. Organization reserves the right to make determinations as to appropriate equipment, subject to change at any time.

Equipment supplied by the organization is to be used for business purposes only. The telecommuter must sign an inventory of all Organization property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of the Remote-Work arrangement or employment, all company property will be returned to the company, unless other arrangements have been made.

~~For employees full-time Remote-Working, o~~Organization will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary. The Organization will also reimburse the employee for business-related expenses, such as shipping costs, that are reasonably incurred in carrying out the employee's job.

The employee will establish an appropriate work environment within their home for work purposes. The Organization will not be responsible for costs associated with the setup of the employee's home office, such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space. Employee must secure and keep in force during the Remote-Work arrangement homeowner or renters insurance to cover any claims arising out of damage to their personal property and/or equipment.

Personal Equipment

Equipment supplied by the employee, if deemed appropriate by the organization, will be maintained by the employee. The Organization accepts no responsibility for damage or repairs to employee-owned personal equipment. Employees who use their personal equipment for Remote-Working are responsible for the installation, repair, and maintenance of the equipment. The Organization accepts no responsibility for loss, damage, wear or repairs to employee-owned personal equipment.

Remote-Working employees must understand and agree that Organization is entitled to, and may access, any personal equipment used while telecommuting, such as a personal computer, telephone, fax machine, monthly bills, and internet records.

Tax and other legal implications

Remote-Working employees must determine any tax or legal implications under IRS, state and local government laws, and/or restrictions of working out of a home-based office.

Remote-Working out-of- state has additional considerations related to taxation, reporting, and applicability of local jurisdiction employment laws. Responsibility for fulfilling all obligations in this area rests solely with the Remote-Worker. Please seek advice from your tax expert.

Security of Confidential Information

Security of confidential information is of primary concern and importance to the Organization. Consistent with state and federal law and the Organization's expectations of information security for employees working at the site, Remote-Working employees will be expected to ensure the protection of proprietary company, student, vendor and customer information accessible from their home office. Steps include the use of locked file cabinets and desks, proper handling and disposal of all materials containing confidential information, regular password protection and maintenance on all systems containing confidential information, and any other measures appropriate for the job and the environment.

All files, records, papers, or other materials created while Remote-Working are Organization property. Remote-Working employees and their supervisor/managers shall identify any confidential, private, or personal information and records to be accessed and ensure appropriate safeguards are used to protect them. The Organization may require employees to work in private locations when handling confidential or sensitive material. The Organization may prohibit employees from printing confidential information in Remote-Working locations to avoid breaches of confidentiality.

Back up critical information on the Organization designated location other than company issued technology on a regular basis to assure the information can be recovered if the primary source is damaged or destroyed. Remote-Workers must ensure that data stored on electronic media is permanently deleted and unrecoverable before media is disposed of or reused.

Remote-Workers may not disclose confidential or private files, records, materials, or information, and may not allow access to Organization networks or databases to anyone who is not authorized to have access. Any incidents of loss, damage, or unauthorized access must be reported by the Remote-Worker to their supervisor/manager immediately.

Public Record Laws

The California Public Records Act and Transparent California Law regarding public information and public records apply to Remote-Working employees. Public records include any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by the Organization regardless of physical form or characteristic. Public information means the contents of a public record. Upon receipt of an appropriate request, and subject to authorized exemptions, a Remote-Working employee must permit inspection and examination of any public record or public information in the employee's custody, or any segregable portion of a public record, within required time limits. This requirement exists regardless of where the public record is located.

Safety

Remote-Workers are expected to maintain a safe and productive work environment with adequate lighting and ventilation. Remote-Worker's home workspace is to be free from safety hazards and obstruction. Remote-Workers must have fire protection equipment in the home. With reasonable notice and at a mutually agreed upon time, the Organization may make on-site visits to employee's Remote-Work location to ensure that the designated work space is safe and free from hazards, provides adequate protection and security of Organization property, and to

maintain, repair, inspect, or retrieve Organization property.

Remote-Workers are not to hold business visits or meetings with colleagues, customers or the public at the home worksite.

~~The Organization will provide each telecommuter with a safety checklist that must be completed at least once per year.~~

Worker's Compensation

Injuries sustained by the Remote-Worker in a home office location and in conjunction with their regular work duties are normally covered by the Organization's workers' compensation policy. Remote-Working employees are responsible for notifying the employer of such injuries as soon as practicable. The Remote-Worker agrees that it may be necessary for management to access the Remote-Work site to investigate an injury report.

Workers' compensation does not cover injuries that are not job related. This includes, but is not limited to, travel from the Remote-Working employee's out of state remote work location to the primary employer's home office. Additionally, the Remote-Worker is liable for any injuries sustained by visitors, third parties or family members at the home worksite.

Failure to maintain a proper and safe work environment, in accordance with this policy, may be cause for terminating the Remote-Work arrangement.

Employee Benefits

Remote-Working employees who are eligible for the Organization sponsored benefits will continue to maintain their benefits during the Remote-Work arrangement. However, some benefit options are not available out of the state of the primary employer's home office. Please reach out to the Benefits Department for assistance.

Travel

All business travel arrangements must be pre-approved by the Remote-Worker's supervisor/manager. Remote-Workers will not be paid for time or mileage for travel between the Remote-Work site and the employee's primary worksite as this travel is considered travel from home to work.

Evaluation/Cancellation/Termination of Remote-Work Arrangement

Any Remote-Working arrangement may be discontinued at will and at any time at the request of either the telecommuter, manager/supervisor, or the Organization. **In addition, the number of days and/or the schedule of days in a Hybrid Remote-Work arrangement may be altered at any time at the discretion of the manager/supervisor or the Organization.** Every effort will be made to provide 30 days' notice of such change to accommodate commuting, childcare and other issues that may arise from the termination of a Remote-Work arrangement. There may be instances, however, when no notice is possible.

Upon termination of the Remote-Work arrangement or termination of employment, the employee agrees to promptly deliver Organization property, files, records, and supplies to Organization. If the employee's personal computer was used, Organization provided software shall be deleted.

Ad Hoc Arrangements

Temporary Remote-Working arrangements may be approved for circumstances such as inclement weather, special projects or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance. Other informal, short-term arrangements may be made for employees as a reasonable accommodation to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal Remote-Working arrangements are made on a case-by-case basis, focusing first on the business needs of the Organization. If you should have any questions regarding this policy, please speak with your supervisor/manager or the **Human Resources Employee Service** department at **HREmployeeservices@ileadcalifornia.org**. For work related injuries, please contact 911 for emergencies, or for non-emergency situations follow the protocol outlined in the Workplace Injury section found on the ADP/Workforce Now homepage. Alternatively, you may contact supervisor/manager or **Human Resources Employee Service** department at **HREmployeeservices@ileadcalifornia.org**.

Remote-Work Request Procedures

Hybrid Remote-Work

1. (a) Employee reaches out to their supervisor to discuss their Remote-Work request
OR
(b) Manager/supervisor reaches out to the employee to discuss Remote-Work arrangement option with the employee.
2. Manager/supervisor **contacts Human Resources and asks that they route** Remote-Work Request Form **be sent to the** employee for review and completion. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request, review proposed schedule and Remote-Work Policy.
3. If manager/supervisor agrees that a hybrid Remote-Work arrangement is feasible, **and employee agrees to the Remote-Work Policy,** manager/supervisor signs as approval.
4. Approved form routes to **Human Resources Employee Services** for recordkeeping in the HRIS system.
 - a. **Human Resources Employee Services** documents supervisor/manager approval and Remote-Work arrangement.
5. Manager/supervisor routes Remote-Work policy to employee to review and sign acknowledgment. Signed document will route to **Human Resources Employee Services** for recordkeeping.

Short Term Remote-Work out-of-the-state (three weeks30-days or less) at a location different than the primary work location or employee home locationof the employing-organization

1. Employee reaches out to **Human Resources**~~the manager/supervisor to request discuss their Telework Request Form.~~
2. **Employee provides the**Manager/supervisor routes Remote-Work Request Form to **manager/supervisor**~~employee for review and completion.~~
3. Manager/supervisor engages the employee in conversation to conduct a preliminary

assessment of request (position/employee suitability), review proposed schedule and Remote-Work Policy.

4. If the manager/supervisor agrees that a Remote-Work arrangement is feasible, the manager/supervisor discusses the request with the Director of ~~Human Resources~~ ~~Employee Services~~, signs the request form and form routes to the ~~CEO~~ ~~Director of Human Resources~~ ~~Employee Services~~ for signature of approval.
5. ~~If the Director of Human Resources~~ ~~Employee Services~~ ~~approves, they sign approval and request form routes to the Executive Director or CEO.~~
6. ~~Executive Director or~~ CEO reviews request form and makes decision
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. Manager/supervisor routes Remote-Work policy to the employee to review and sign acknowledgment. Signed document will route to ~~Human Resources~~ ~~Employee Services~~ for recordkeeping.
 - b. If a request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
7. If approved by all parties, ~~Human Resources~~ ~~Employee Services~~ receives notification for recordkeeping.

Full Time/Continuous Remote-Work primary residence IN the state of the employing organization.

1. Employee reaches out to their supervisor to discuss their Remote-Work request.
2. Manager/supervisor routes Remote-Work Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Remote-Work Policy.
4. If manager/supervisor agrees that a Remote-Work arrangement is feasible, manager/supervisor discusses the request with the Director of ~~Human Resources~~ ~~Employee Services~~, signs the request form and form routes to the ~~Director of Employee Services~~ for signature of approval and the ~~Executive Director or CEO.~~
5. ~~If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.~~
6. ~~Executive Director or~~ CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of ~~Human Resources~~ ~~Employee Services~~ will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. Manager/supervisor routes Remote-Work policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services receives notification to document Remote-Work arrangement in the HRIS system.

Full Time/Continuous Remote-Work primary residence OUT of the state of the employing organization.

1. Employee reaches out to their supervisor to discuss their Remote-Work request.
2. Manager/supervisor routes Remote-Work Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Remote-Work Policy.
4. If the manager/supervisor agrees that a Remote-Work arrangement is feasible, the manager/supervisor discusses the request with the Director of **Human Resources Employee Services**, signs the request form and the form routes to the **Director of Employee Services** for signature of approval and the **Executive Director or CEO**.
5. ~~If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.~~
6. ~~Executive Director or CEO reviews request form.~~
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of **Human Resources Employee Services** will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Remote-Work policy and arrangement. ~~Manager/supervisor routes telework policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.~~
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, **Human Resources Employee Services** and Payroll will receive notification.
 - a. **Human Resources Employee Services** will document approval and Remote-Work arrangement in the HRIS system.
 - b. **Human Resources Employee Services** will evaluate insurance needs.
 - c. Payroll will assess employer tax requirements. This may involve setting up out of state tax accounts.
 - d. Employee must update HRIS system with out of state address as soon as possible.

Employee Acknowledgement



By my signing this acknowledgment, I am indicating that I have read, understand and agree to comply with the Empower Generations Remote Work Policy. By signing below I further acknowledge and certify that I have homeowner or renters insurance and have an ergonomically safe and efficient work environment in the pre-approved Remote Working location.



Employee Name: _____



Employee Signature: _____ Date: _____





Manager/Supervisor Name: _____



Manger/Supervisor's Signature: _____ Date _____