



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	Tuesday, September 15, 2026
Start Time	5:30 PM
End Time	6:30 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular scheduled meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Resolution #:

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Resolution #:

Documents

- Minutes-2026-06-24-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

3. Public Comments

3.1. Public Comments

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

4. Action Items

4.1. 2025/2026 Education Protection Account

Discuss and take action regarding the annual 25/26 Educational Protection Account Resolution as CDE requires.

Due date:

Documents

- FY25.26 EG EPA Resolution.docx (1).pdf
-

4.2. Board Member Roles

Discuss and take action to alter Board Member Roles and elect a Secretary. Currently Tapau is Treasurer and Annaliisa was Secretary, so that position needs to be filled.

Due date:

4.3. Approval for Corporate Merger - Resolution

Discuss and take action regarding the approval for the corporate merger- resolution.

Due date:

Documents

- Board Resolution re Charter Transition EG(4912-4729-9531.v1).docx.pdf
-

4.4. Material Revision

Discuss and take action regarding the material revision for restructure.

Due date:

Documents

- EG Material Revision (Governance) September 2026 4917-8047-8924 v.3 (1).docx
-

5. Discussion and Reports

5.1. School Director Report

5.2. School Director Administrative Work Calendar

Discuss annual work year and attendance procedures for School Directors.

6. Consent Items

6.1. Check Registers

Resolution #:

Documents

- eg_payment_register_20260909_register.pdf
 - eg_payment_register_20260909_summary.pdf
-

7. Board Comments

7.1. Board Comments

8. Closing Items

8.1. Next Meeting Date

Board Members mark their calendars and confirm quorum.

Tuesday October 20th at 5:30pm.

8.2. 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	Wednesday, June 24, 2026
Started	5:00 PM
Ended	6:30 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular scheduled meeting
Chaired by	Tapau Osborne
Recorder	Aylin Castillo

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Board member Tapau Osborne called the meeting to order at 5:03 PM.

Status: Completed

1.2. Roll Call

Board Member Laura Abubekr present.

Board Member Tapau Osborne present.

Board Member Keisha Komo arrived at 5:34 PM.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Motion: Laura

Second: Tapau

The motion was unanimously approved.

Board Member Keisha was absent.

Resolution #:

Status: Carried

2. Public Comments

2.1. Public Comments

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

No public comments were made to the board.

Status: Completed

3. Action Items

3.1. Local Control & Accountability Plan

Discuss and take action on the 2026 - 2027 LCAP.

Allison Bravo and Kelly O'Brien, iCA support provider presented the 2026-2027 LCAP and answered questions from the board.

Motion: Tapau

Second: Laura

The motion was unanimously approved.

Board Member Keisha was absent.

Due date:

Status: Completed

Documents

- 26_27 Final Empower Generations LCAP.pdf
-

3.2. Final Budget Approval

Discuss and take action on the final budget approval. Approval of this item confirms the budget, which includes LCAP Expenditures.

Kelly O'Brien, iCA support provider presented the final budget approval and answered questions from the board.

Motion: Laura

Second: Tapau

The motion was unanimously approved.

Board Member Keisha was absent.

Due date:

Status: Completed

3.3. School Plan for Student Achievement

Discuss and take action regarding 2026-2027 School Plan for Student Achievement.

Farnaz Kaufman, iCA support provider presented the School Plan for Student Achievement and answered questions from the board.

Motion: Laura

Second: Tapau

The motion was unanimously approved.

Board Member Keisha was absent.

Due date:

Status: Completed

Documents

- Empower Generations SPSA 26_27 board presentation.pptx (1).pdf
 - Empower Generations SPSA 26_27.pdf
-

3.4. 2026-2027 Family Guidebook

Discuss and take action on the 2026-2027 Family Guidebooks.

Melissa Garcia and Cassandra Coleman, iCA support provider presented the 2026-2027 Family Guidebook and answered questions from the board.

Tapau made a motion to approve the 2026–2027 Family Guidebook as is, with the understanding that the guidebook will be translated into Spanish at a future date.

Second: Laura

The motion was unanimously approved.

Board Member Keisha was absent.

Due date:

Status: Completed

Documents

- EG_SY26-27 Family Guidebook.pdf
-

3.5. Food Services MOU

Discuss and take action on the Food Services MOU.

Cassandra Coleman, iCA support provider presented the Food Services MOU and answered questions from the board.

Motion: Laura

Second: Tapau

The motion was unanimously approved.

Board Member Keisha was absent.

Due date:

Status: Completed

Documents

- MOU for Self Operation 26-27.pdf
-

4. Discussion and Reports

4.1. Local Indicator Report

Discuss the 2025-2026 Local Indicators.

Cassandra Coleman, iCA support provider presented the Local Indicator Report and answered questions from the board.

No action needed

Status: Completed

Documents

- 2026 Empower Generations Priority Self-Reflection Tools Rubric ✓.pdf

4.2. Prop 28 Annual Plan

Discuss and take action regarding the Prop 28 plan.

Farnaz Kaufman, iCA support provider presented Prop 28 Annual Plan to the board and answered questions of the board.

No action needed.

Due date:

Status: Completed

Documents

- EG - 25_26 Prop 28 annual plan and fiscal update.pdf

5. Recess

5.1. Recess

The Board called for a recess at 5:32 p.m.

The Board recessed at 5:32 p.m. and reconvened at 5:38 p.m.

A quorum was present upon reconvening.

Board Member Keisha arrived during recess at 5:34 p.m.

Status: Completed

6. Closed Session

6.1. Public Employee Performance Evaluation

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

Closed session started at 5:38 p.m.

Closed session ended at 6:44 p.m.

Status: Completed

7. Action Item

7.1. School Director Employment Agreement

Discussion, required report, and action regarding the School Director Employment Agreement.

Tapau made a motion to approve the Empower Generations School Director Contract for the 2026-2027 school year, beginning on July 1, 2026, and concluding on June 30, 2027. The School Director's annual pay has increased by 3.5 %. She will be entitled to participate in the employee benefits program at the same rate as all current employees, which will be ~\$800 per month for health and welfare and \$75 per month per the Bring Your Own Device Policy.

Second: Keisha

The motion was unanimously approved.

Due date:

Status: Completed

7.2. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Tapau made a motion to move action item to the end of the meeting.

Second: Laura

The motion was unanimously approved.

Board Member Keisha absent.

Keisha made a motion to approve board meeting minutes.

Second: Laura

Tapau abstained.

The motion was unanimously approved.

Resolution #:

Status: Carried

Documents

- Minutes-2026-06-17-v1.pdf
-

7.3. Board Member Terms

Discuss and take action to extend Tapau Osborne's three-year term.

Tapau made a motion to move action item to the end of the meeting.

Second: Laura

The motion was unanimously approved.

Board Member Keisha absent.

Keisha made a motion to extend Tapaus board term for an additional 3 years.

Second: Laura

Tapau abstained.

The motion was unanimously approved.

Due date:

Status: Completed

7.4. Board Member Roles

Discuss and take action to alter Board Member Roles of President, Secretary, and Treasurer as the Board sees fit. Annaliisa was the previous Board Secretary, and her position now needs to be filled.

Tapau made a motion to move action item to the end of the meeting.

Second: Laura

The motion was unanimously approved.

Board Member Keisha absent.

Motion: Keisha moved that the Board maintain no formal officer roles. By consensus, Keisha will oversee time and attendance, Tapau will oversee expenditures, and a secretary will be assigned at each meeting.

Second: Tapau

The motion was unanimously approved.

Due date:

Status: Completed

8. Board Comments

8.1. Board Comments

No board comments were made.

Status: Completed

9. Closing Items

9.1. Next Meeting Date

Board Members mark their calendars and confirm quorum.

Tuesday September 15, 2026 @ 5:30PM

Board members marked their calendars for the next board meeting and Aylin will reach out to confirm quorum.

Status: Completed

9.2. Adjournment

The Board Meeting was adjourned at 6:55 p.m.

Status: Completed

Empower Generations
RESOLUTION REGARDING THE
EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools, and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in an open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs;

WHEREAS, each community college district, county office of education, school district, and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts, and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts, and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Empower Generations;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Empower Generations has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____ .

Board Member

Board Member

Board Member

Board Member

Board Member

Empower Generations
44236 W 10th Street
Lancaster, CA 93534

Education Protection Account Budget Object Codes: 2025/2026 (Funding will be used for expenses in the primary Object Code listed below, and if there is a balance, the funding will be applied to the secondary Object Codes, whichever is applicable)			
Primary Object code for EPA Funding	1120	Credentialed Home Study Teacher Salaries	
EPA Estimated Funding Determination for 2025/2026			16496

/

**RESOLUTION OF THE BOARD OF DIRECTORS OF
Empower Generations CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)**

Resolution No. _____

A RESOLUTION approving Empower Generations to collaborate with iLEAD California Charters 1, iLEAD Online, iLEAD Lancaster, iLEAD Agua Dulce, and Santa Clarita Valley International School as each of them seeks a material revision to its respective charter to designate iCC1 as the nonprofit public benefit corporation that operates the charter school pursuant to Education Code section 47604(a), as further outlined herein, and directing the administration to take all steps necessary or appropriate to effectuate the transfer.

WHEREAS, iLEAD California Charters 1 (“iCC1”) is a California nonprofit public benefit corporation that operates iLEAD Hybrid and iLEAD Flex, two California public charter schools authorized by the Acton-Agua Dulce Unified School District and the Antelope Valley Union School District, respectively, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iLEAD Online (“iLEAD Online”) is a California nonprofit public benefit corporation that operates a California public charter school known as iLEAD Online, authorized by the Acton-Agua Dulce Unified School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, Santa Clarita Valley International School (“SCVI”) is a California nonprofit public benefit corporation that operates a California public charter school known as Santa Clarita Valley International School, authorized by the William S. Hart Union High School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iLEAD Lancaster (“iLEAD Lancaster”) is a California nonprofit public benefit corporation that operates a California public charter school known as iLEAD Lancaster, authorized by the Lancaster Elementary School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iLEAD Agua Dulce (“iLEAD AD”) is a California nonprofit public benefit corporation that operates a California public charter school known as iLEAD Agua Dulce, authorized by the Acton-Agua Dulce Unified School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, Empower Generations (“EG”) is a California nonprofit public benefit corporation that operates a California public charter school known as Empower Generations, authorized by the Acton-Agua Dulce Unified School District, as permitted by Education Code section 47604, subdivision (a); and

WHEREAS, iCC1 and SCVi, iLEAD Lancaster, iLEAD Online, iLEAD AD, and EG (each, a “School,” and collectively, the “Schools”) all operate under the iLEAD instructional model and thus share a common founding, mission, and educational model, and each is

organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, iCC1 and the Schools are parties to that Shared Services Agreement whereby iCC1 provides certain administrative, operational, educational, and special education services (“Services”) to the Schools, with iCC1 and the Schools sharing in the costs of the Services; and

WHEREAS, in light of California State Teachers’ Retirement System (“CalSTRS”) Employer Directive 2026-01 (Jan. 29, 2026) and the clarifications it provides regarding reporting requirements and the calculation of creditable service for charter schools, and in order to continue to ensure the eligibility of the employees who serve the Schools for CalSTRS on a consistent, organization-wide basis going forward, the California nonprofit public benefit corporations that operate the Schools (each, a “Corporation,” and collectively, the “Corporations”) have determined that it is in the best interests of the Schools that iCC1 become the single California nonprofit public benefit corporation that operates each School pursuant to Education Code section 47604(a); and

WHEREAS, as the result of same, the Shared Services Agreement is no longer feasible, and iCC1 has terminated the Shared Services Agreement, effective December 31, 2026, and

WHEREAS, in addition, operating multiple separate corporations to deliver a shared educational model is inefficient and requires duplicative governance and compliance, including multiple boards of directors, multiple sets of bylaws and board policies, multiple conflict of interest codes, multiple sets of separately noticed meetings under the Ralph M. Brown Act, multiple federal information returns, multiple Statements of Information, and separate insurance, banking, payroll, and benefits administration, each of which increases administrative cost and complexity without corresponding benefit to the Schools; and

WHEREAS, the present structure requires iCC1 and the Schools to negotiate, approve, administer, and monitor cost-sharing agreements, memoranda of understanding, and intercorporate allocations for personnel, facilities, and technology, each of which must be separately board-approved, and each of which would become unnecessary if a single corporation operated all of the schools; and

WHEREAS, the present structure also can require vendors, landlords, insurers, and granting agencies to enter into separate contracts, or separate amendments to the same contract, with each corporation, while a single corporation would serve as one contracting entity for organization-wide agreements, reducing duplicate procurement, execution, monitoring, and renewal activity; and

WHEREAS, a single corporation overseeing multiple charter schools would consolidate reserves and balance sheet strength, facilitate a single audit engagement and a single set of professional service relationships, further improve purchasing and negotiating leverage, allow one employee handbook, and reduce legal, audit, insurance, and compliance costs; and

WHEREAS, consolidating the operations of the Schools into a single corporation is expected to generate increased economies of scale and operational synergies, including greater

efficiency in the deployment of shared personnel, facilities, technology, and a unified operational and governance structure that better aligns the common mission, educational model, and leadership of the Corporations; and

WHEREAS, each of the Schools will need to seek a material revision of their charter petition to state that the charter petition will be held by and operated by iCC1; and

WHEREAS, because each of the Schools will have a new EIN after ICC1 becomes the holder of their charters, iCC1 will need to open new bank accounts for each of the Schools at Mission Valley Bank and appoint authorized signatories; and

WHEREAS, upon the transfer of the Schools' charter petitions to iCC1, the Corporations will commence the wind-down and dissolution process and will transfer their remaining assets to iCC1 for the benefit of that School so that no asset dedicated to charitable and public school purposes will be diverted from that purpose; and

WHEREAS, iCC1 and the Schools intend that the transition be structured and sequenced so that no School experiences an interruption in its educational program, operations, funding, employment relationships, or retirement coverage, and so that each chartering authority and county office of education is engaged early and cooperatively; and

WHEREAS, the Board wishes to direct the administration of Empower Generations and iCC1 to undertake the steps necessary to effectuate the material revisions transferring operation of Empower Generations to iCC1, and, following those transfers, to commence the wind-down and dissolution of Empower Generations and the transfer of its remaining assets to iCC1 for the benefit of Empower Generations, with an effective date of no later than December 31, 2026.

NOW, THEREFORE, IT IS HEREBY RESOLVED as follows:

1. **Approval of transfer**. The Board approves, and declares its intent to accomplish, the material revision transferring operation of Empower Generations to iCC1 and, following those transfers, the wind-down and dissolution of the Empower Generations corporation and the transfer of its remaining assets to iCC1 for the benefit of Empower Generations with a target effective date of December 31, 2026, or such other date as the boards of Empower Generations may determine.

2. **Findings**. The Board finds, for the reasons stated in the recitals above, that the material revisions transferring operation of Empower Generations and the other Schools to iCC1, and the subsequent wind-down and dissolution of Empower Generations and the other Corporations, are in the best interests of iCC1 and Empower Generations, of the pupils, families, and employees of the charter school it operates and will operate, and of the charitable and public school purposes to which iCC1 and the Corporations' assets are dedicated, and that they will reduce redundancy, complexity, and cost, and increase operational synergy, without diminishing the educational program of any School.

3. **Due diligence**. The administration of Empower Generations is directed to work cooperatively with the administrations of the other Corporations to conduct and document, with

legal counsel and the independent auditors, due diligence on iCC1 and the Corporations, as necessary, including their assets and liabilities; real property interests, leases, and facilities; equipment and technology; intellectual property, curriculum, and marks; contracts, grants, and vendor agreements requiring consent to or notice of assignment; debt instruments and any covenant triggered by transfer or change of control; restricted funds and donor restrictions; pending or threatened litigation, claims, and public records matters; insurance coverage, including any tail coverage required; the employee census, classifications, credentials, compensation, accrued leave, and benefit plans; retirement plan obligations, including CalSTRS; and all tax, regulatory, and authorizer filings.

4. **Auditors and financial matters.** The administration of Empower Generations is directed to work with iCC1 to have iCC1 prepare, and engage the independent auditors regarding, the accounting for the material revisions and consolidation, the determination of opening balances, the combination of financial statements, the elimination of intercorporate and related party transactions, the final audit of the Corporations, and all required disclosures, and to coordinate with the county offices of education, the California Department of Education, and each chartering authority regarding fiscal reporting, apportionments, attendance reporting, and county district school codes.

5. **Bank Accounts.** ICC1 is authorized to open bank accounts for the Schools at Mission Valley Bank, and the following individuals are hereby authorized to open, manage and act as signatories for the bank accounts opened on behalf of the Schools:

AUTHORIZED SIGNER NAME	AUTHORIZED SIGNER TITLE

These individuals are authorized to act on behalf of iCC1 and the Schools with respect to all transactions related to the accounts, including deposits, withdrawals, and account management; and

6. **Regulatory filings.** The administration, officers and legal counsel of Empower Generations and iCC1 are directed to prepare and make, at the appropriate times, all filings necessary or appropriate to effectuate the material revisions and consolidation, including the final federal information return for of Empower Generations and any related notifications to the Internal Revenue Service; and any required filings with the Franchise Tax Board, the Employment Development Department, and other federal, state, and local agencies.

7. **Retirement systems.** The administrations of Empower Generations and iCC1 are directed to notify and coordinate with CalSTRS regarding the material revisions and consolidation, continuity of membership, service credit, and creditable compensation for all affected employees, and to furnish those systems with certified copies of this resolution, the approving board minutes, as requested.

8. **Employment transition.** The administrations of Empower Generations and iCC1 are directed to plan for iCC1 to become the single employer of all employees serving the Schools, including offers of continued employment, recognition of prior service and accrued leave, assumption or transfer of benefit plans, adoption of a single employee handbook, salary schedules, consolidation of payroll under a single employer identification number, including successor employer wage reporting, the transfer or closure of payroll tax accounts with the Employment Development Department and the Internal Revenue Service, and delivery of all required notices to employees and to any employee representative.

9. **Third party contracts.** The administrations of Empower Generations and iCC1 are directed to deliver the notices and obtain the consents identified in the due diligence described in paragraph 3 with respect to the contracts, leases, grants, and vendor agreements of Empower Generations, and to provide for the consolidation of duplicate agreements, so that iCC1 serves as a single contracting entity for organization-wide agreements following the consolidation.

10. **Professional services and expenses.** The administrations of Empower Generations and iCC1 are authorized to engage legal counsel, independent auditors, and such other advisors as are reasonably necessary.

11. **Authority of officers.** The officers of Empower Generations and iCC1 are authorized and directed to take all steps necessary, including but not limited to negotiate, prepare, execute, and deliver all agreements, certificates, notices, applications, and other documents, and to take all further actions, necessary or appropriate to carry out the intent and purposes of these resolutions.

12. **Continuity of operations.** The administrations of Empower Generations and iCC1 are directed to sequence the material revisions and consolidation so that no School experiences an interruption in its educational program, operations, funding, employment relationships, or retirement coverage, and to refrain from any action that would jeopardize any charter, funding stream, or the tax-exempt status of iCC1 or the Corporations.

13. **Reports to the Board.** The administrations of Empower Generations and iCC1 are directed to report to the Board at each regular meeting on the progress of the matters described above, and to notify the Board promptly of any development that would materially delay the target effective date or materially alter the anticipated terms of the material revisions and consolidation.

ADOPTED by the Board of Directors at a regular meeting held on September __, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this __ day of September, 2026.

AYES:

NOES:

ABSTENTIONS:

ABSENT:

Date: _____

By: _____

Board Chair

Date: _____

By: _____

Secretary

4921-4993-1466, v. 2



Empower Generations
43301 Division Street, #305
Lancaster, CA 93535
661-429-3264

RE: Resubmission of Charter Petition to Include Letter from Antelope Valley Union High School District

December 4th, 2020

To Whom it May Concern:

Empower Generations respectfully asks that you accept this resubmission of the Empower Generations Charter Renewal Petition to include a letter from Dr. Vierra from the Antelope Valley Union High School District, attached as Appendix Q. In accordance with current charter law, the inclusion of this letter completes the Empower Generations Charter Renewal Petition. This letter was requested prior to the original submission but there was a delay from AVUHSD in the receipt of it. Please withdraw the original petition submitted in October 2020 and let this stand as the complete petition for the Empower Generations Renewal.

The letter from Dr. Vierra, provided to Superintendent King, states his formal acknowledgement of the Empower Generations location at 43301 Division Street, #305 in Lancaster. He acknowledges and approves that Empower Generations is authorized by the Acton Agua Dulce Unified School District and that the learning studio is operating and will continue to operate in Lancaster within the Antelope Valley Union High School District boundaries.

Please do not hesitate to reach out with any questions. We look forward to your continued partnership and appreciate your time and consideration during the renewal process.

Thank you,

Malaka Donovan
Director
Empower Generations



**Presented to
Acton-Agua Dulce Unified School District**

Charter Renewal Petition

Grades 7-12

Resubmitted December 2020

Material Revision Submitted September 2026





Celebrations & Successes



DISCOVERING A NEW WAY
TO NAVIGATE SCHOOL & LIFE

EmpowerGenerations.org

Illuminated Journals Project

Learners began the project with a visit to the local Museum of Art and History to journal about unique and interesting art pieces. They diligently worked on increasing their writing stamina through a variety of creative journal prompts. In addition, learners explored artistic techniques and styles to express themselves through an acrylic paint medium. The outside of the canvas represented how people see them, and the inside of the canvas represented the qualities they see in themselves.



Pregnant & Parenting Teens/ Empowered Babies

We know finding child care isn't easy, so we offer a safe and fun co-op space for our Empowered Babies to play while their parents receive academic support in their workshops and social-emotional support through our advisory program. A cooperative-style child care area gives learners a safe place to bring their children, relying on each other to build relationships and trust, and provides opportunity for expecting parents to gain confidence. Guides and learners work to create a village culture, where everyone works together to balance academics with positive, effective, and safe parenting. In addition, all lactating teens are given access to a private and secure room to express breast milk or breastfeed an infant child.

We believe the highest form of learning comes from play. We encourage our Empowered Babies to explore using their five senses to learn about the world around them. We believe in fostering autonomy and independence, even at the youngest age, with opportunities to make simple decisions, problem-solve, collaborate, and creatively express themselves.

Our curriculum covers healthy pregnancy, labor and birth, infant care basics, lactation and feeding, adolescent development of life skills as they approach adulthood, parallel development needs of teens and their infants/young children, the important role of the father — whether or not he is in a relationship with the child's mother — positive parenting strategies, and other topics learners identify as important. Guides use the curriculum as topics and talking points for advisory sessions and in personal meetings. Learners incorporate elements from this curriculum into their learning portfolios and Presentations of Learning.



What's Wrong With Kareem?

Learners conducted research about one system of the body, which included a virtual conference call with a doctor and a nurse. Learners were able to ask relevant questions in order to diagnose the fictional Kareem, who suffered from multiple symptoms.

To represent their diagnosis, learners created both 3D and 2D models.



Foodie Friday

Every Friday our learners have the opportunity to explore a variety of culinary experiences. Some of their ideas are unique, and some require only basic cooking skills. Some dishes include pancakes, chicken, fresh fruit smoothies, Canadian crepes, fruit spring rolls, and many more! We hope to expand our resources and upgrade our servery next year. We are also working on including culinary opportunities for our Empowered Babies where they can explore food sensory activities and practice food autonomy, and our parenting teens can make homemade baby food.



Sports and Clubs

Go Green Recycling Club

We worked with our property management company to develop a landscape plan for our outdoor space. We also raised money by recycling cans and bottles on our site.

Cheer

Our cheer squad has been practicing cheers all year. They performed in the Lancaster Holiday Parade and are hoping to be participants in local cheer competitions.

Basketball Team

This is the first year we've had a sports team. We are working on being part of CIF next year, and in the meantime, our learners practice twice a week and put their skills to the test in local scrimmages against other high school teams.

Volleyball Team

Our volleyball team has been practicing a few times a week. We are looking forward to participating in some volleyball matches this year!

Leadership Council

Our Leadership Council collaborates with staff to make on-site improvements, start new learner-led clubs, run events, represent Empower Generations during VIP tours, and more!



Mindfulness

We begin each day with 15 minutes of mindfulness. We offer quiet spaces, yoga, doodling, music, and more. We also set daily intentions, knowing that when a plan is set in motion, learners are more apt to be successful throughout the day.



Econ/Deez-Tees

Some of our seniors started their own T-shirt company, DEEZ Shirtz, for their Economics class. The project included learning how to use new equipment, designing a logo, creating a website, developing a marketing plan, managing their startup costs and finances, and then creating their first T-shirts. You can email deezshirtz661@gmail.com to order your own custom-made T-shirts.



Giving Celebration

Our site partnered with the local El Nido and Toys for Tots to celebrate our young families. There were toys for parents to choose from, a gift-wrapping station, a hot cocoa station, and Santa himself showed up to take photos with all the families!



Life in Isolation Photo Series

The pandemic has been a new and difficult time for a lot of us, but we are a resilient bunch! This year all Advisory groups participated in a mini project called My Life In Isolation. In this project, we emulated the work of Depression-era photographer Dorothea Lange. Lange's work chronicled how people survived and changed due to the traumatic event, and this was the springboard we used to explore our own stories of growth, survival, and change during COVID-19.

Throughout the project, learners explored such topics as surviving vs. thriving, collective trauma, photo composition, and how primary sources affect future generations' perspectives. Our final products were five photo series that showcased how the COVID-19 pandemic changed our lives.



iPERFORM

iPERFORM is our brand-new arts program that allows learners the time, place, and freedom to explore creativity, to heal from trauma, and to develop performance skills that could support them and their children in the future. Our club is focused on building emotional resiliency through the arts and is led by three professional performers and three learner ambassadors.

The program is off to a strong start. During our first week, we jumped right into the Artist's Toolbox and experimented with how the body, voice, and imagination can work in conjunction to create new and unusual performance experiences. We can't wait to see what our learners create as they take charge of their own stories!



inspired

excited

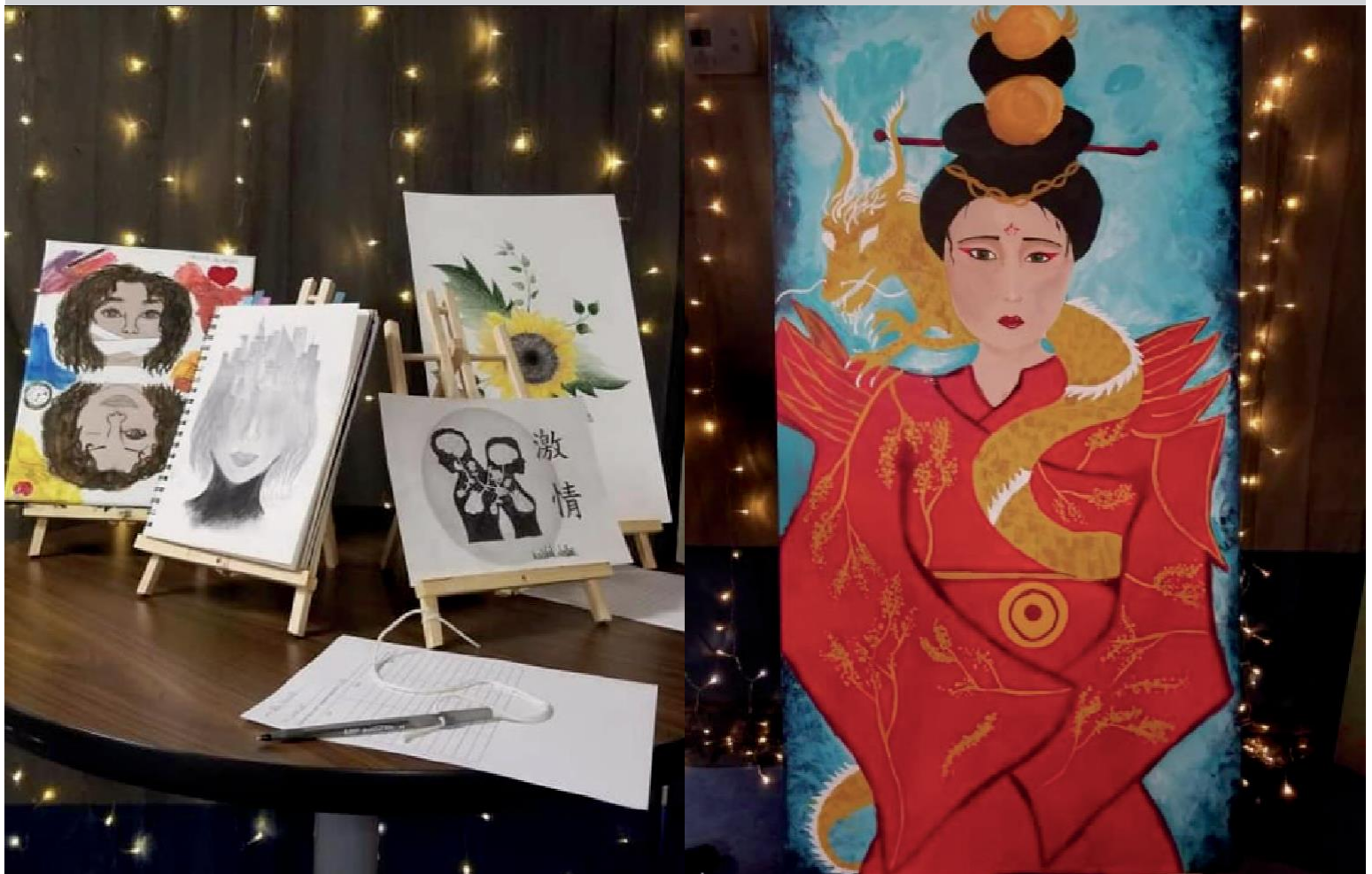


Use the sticky note function to write one word about you are feeling today

Art Club

Art Club is on Fridays at noon. The Creation Station is a place to learn artistic techniques and media while expressing oneself through both guided and free-form activities.

In addition, the Art Club is preparing for their second annual Winter Gala. Last year's gala featured work from 13 learner artists, including one guest artist and two staff artists, as well as seven guest musicians. The gala sold 23 pieces of art and raised \$550 profit, which went directly to the learner artists and musicians.



With deepest gratitude, we thank our community partners for their dedication and commitment to our learners and their families.



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Appendix Q: Letter from AVUHSD

AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, I, Malaka Donovan, hereby certify that the information submitted in this renewal charter for Empower Generations Charter School (“Empower Generations” or the “Charter School”) submitted to the Lancaster Unified School District (the “District”) is true to the best of our knowledge and belief; we also certify that this renewal charter does not constitute the conversion of a private school to the status of a public charter; and further we understand that if awarded the renewal of this charter:

- Empower Generations will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d)(1)]
- iLEAD California Charters 1 shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Relations Act. [Ref. California Education Code 47605(c)(6)]
- Empower Generations will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]
- Empower Generations will not charge tuition. [Ref. California Education Code Section 47605(e)(1)]
- Empower Generations will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to Empower Generations shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Empower Generations in accordance with Education Code Section 47605(e)(2)(C). [Ref. California Education Code Section 47605(e)(2)(A)-(C)]
- Empower Generations shall be nonsectarian in its program, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in the Education Code Section 220, including but not necessarily limited to the following: disability, gender, nationality, gender identity, gender expression, race, ethnicity, nationality, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section

422.55 of the Penal Code, including immigration status, or association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code Section 47605(e)(1)]

- Empower Generations will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- Empower Generations will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Empower Generations will ensure that teachers in the school hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. California Education Code Section 47605(l)(1)]
- Empower Generations will at all times maintain all necessary and appropriate insurance coverage
- Empower Generations will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Empower Generations shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Empower Generations without graduating or completing the school year for any reason, Empower Generations shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]
- Empower Generations may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- Empower Generations shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in

Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]

- Empower Generations shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
- Empower Generations shall not encourage a student currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the charter school pursuant to the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)]
- Empower Generations shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent, guardian, or student as required. [Ref. California Education Code Section 47605(e)(4)(D)]
- Empower Generations shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- Empower Generations shall on a regular basis consult with its parents, legal guardians, and teachers regarding Empower Generations's education programs. [Ref. California Education Code Section 47605(d)]
- Empower Generations shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- Empower Generations shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- Empower Generations shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Empower Generations shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA")
- Empower Generations shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- Empower Generations shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- Empower Generations shall comply with the Family Educational Rights and Privacy Act.
 - Empower Generations shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
 - Empower Generations shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
 - Empower Generations shall comply with Education Code Section 51744 et seq. related to independent study.
 - Empower Generations shall comply with federal, state, and district mandates regarding English Learner (EL) education and resignation of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.
-
- Empower Generations shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which includes the requirement that Empower Generations shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the Los Angeles County Superintendent of Schools on or before July 1. Empower Generations shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that Empower Generations shall consult with guides, administrators, other school personnel, parents, and pupils in developing the annual update and hold at least one public hearing to solicit recommendations and comments from members of the public. Education Code Section 47606.5(e)
 - The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

Malaka Donovan

Lead Petitioner's Signature

10/16/2020

Date

INTRODUCTION TO THIS PETITION FOR RENEWAL

Introduction and Review:

Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents to develop their own schools of choice for the betterment of their children. Each charter school shares in the universal goals for educational reform, but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this law accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools (Education Code Section 47601).

Our public charter school, Empower Generations, supports the content of the California Charter Schools Act's intent as stated in Education Code Section 47601 to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools which operate independently from the existing school district structure in order to improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities that are available within the public school system; provide a performance-based accountability system, and provide rigorous competition to stimulate continual improvements in all public school

This petition is a request for renewal of the charter for Empower Generations Charter School operated as a California nonprofit public benefit corporation for educational and charitable purposes. The charter school will continue to provide a voluntary public educational choice for learners ages 14-24 in grades 7-12 who choose an alternative learning environment.

This material revision is being submitted to reflect the designation of iLEAD California Charters 1 (“iCC1” or the “Board”) as the nonprofit public benefit corporation that operates the Charter School pursuant to Education Code Section 47604(a). Empower Generations will operate under iCC1 with six other iLEAD schools and will implement the iLEAD instructional model and share a common founding, mission, and educational model. The Charter School seeks the material revision to consolidate reserves and balance sheet strength, facilitate a single audit engagement and a single set of professional service relationships, further improve purchasing and negotiating leverage, allow one employee handbook, and reduce legal, audit, insurance and compliance costs. This streamlined operation will allow the Charter School to better serve the students enrolled and continue the strong instructional program Empower Generations has been offering in the District.

Empower Generations will provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that learners make appropriate progress toward achievement of the school-wide outcomes, based on the Common Core State Standards. This charter school’s objective is to provide a vehicle for the delivery of a hands-on, developmentally appropriate, and personalized educational experience outside of the traditional public school setting.

The Empower Generations model is based on approaching each learner as a whole person as part of a family and community unit, each with unique needs, talents, interests and goals. The terminology – “learners” and “guides” reflects the vision that learners are in the driver’s seat of their own education, “facilitated” by competent and caring adults (i.e., “the guide on the side” versus the “sage on the stage” approach to education). The use of the word “families” instead of “parents” demonstrates inclusiveness of the whole-family approach and acknowledgement that learners exist in a variety of traditional and non traditional family settings. And the word “at-risk” instead of “at-promise” to describe historically underserved youth highlights a strength based approach and acknowledges the resiliency of the learners the school serves. At Empower Generations, all learners ages 14-24 in grades 7-12 have access to a rigorous, WASC-accredited, standards-based and CTE and work readiness aligned course of study that encourages deeper thinking through:

- Personalized learning with learners taking age-appropriate responsibility and exercising autonomy in their daily learning activities that aligns with their Individual Learning Plan (ILP);
- Health and wellness through academic curriculum, social emotional learning, community based approach to whole-family support; and
- College and career readiness through internship and mentorship with WIOA partnerships and Career and Technical Education (CTE) learning pathways.

This personalized approach to learning, with Individual Learning Plans (ILPs) developed for each learner that guides their learning each semester, along with comprehensive support from “Care Team” staff for learners with special needs (including special education, English Learners, GATE/High Achievers and other needs) is designed to meet the learner with “just right” instruction, rather than expecting the learner to meet the needs of the school.

Empower Generations provides an exceptional academic and community based program in grades seven through twelfth grade that encourages deeper learning through hands-on, inquiry based, self-directed learning, and collaborative learning in a developmentally appropriate school environment. The school will continue to focus on differentiating instruction to meet individual learner needs. Empower Generations seeks a diverse population of learners that represents a diverse student group.

A critical component of Empower Generations will be preparing students to obtain the knowledge, skills and abilities to become gainfully employed upon graduation. Empower Generations will implement an exclusive partnership with Goodwill. The implementation of this partnership will provide Empower Generation students with the opportunity to gain valuable career readiness, internship experience and the opportunity to be certified in specific trades. Additionally, Vocational Training and Certification Services will be provided to Empower Generation students.

This charter renewal petition reflects the content required by the California Education Code. The Charter Schools Act requires a charter to describe fourteen (14) required elements in reasonably comprehensive detail. The language of each of the fourteen required elements under Education Code Section 47605 precedes each element described in this petition.

Founding Affiliations and Consultants

The iLEAD California Charters 1 Board of Directors is committed to continuing to provide an innovative learning environment in which learners feel safe, supported, and respected as they actively learn and develop both academically and morally. By engaging learners in a rigorous standards-based curriculum, aligned with the Common Core and California State Standards, the school promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Empower Generations’ ultimate goal is for each and every learner to demonstrate academic excellence, responsible independence, moral integrity, and community leadership as they go forth as self-motivated, competent, lifelong learners, and successful citizens of the world. The following organizations assist the Empower Generations team in continuing to successfully operate Empower Generations

California Charter Schools Association (CCSA)

Empower Generations is a member of CCSA, a membership and professional organization serving public charter schools in the State of California. Its mission is to improve student achievement by strengthening and expanding California’s quality public charter school movement. CCSA serves its membership and will strengthen the charter school movement through focus in many areas, including member services, providing an array of products, services, expertise and financing tools to strengthen their member schools and allow them to focus on what matters most; school quality and educating students.

Charter School Development Center (CSDC)

Empower Generations is a member of CSDC. CSDC is the nation's oldest charter school support organization and is a comprehensive resource center for charter schools anywhere in the country. Their leadership training, publications, consulting and membership services offer clients more than 20 years of experience in charter school start-up, operational support and advocacy. CSDC is recognized as the leading experts in charter school law, policy, finance, school design, charter authorizing, governance, and personnel. The CSDC staff has assisted with the drafting of charter laws in states across the country and plays a prominent role in the decision making of school reform policy at both the state and national level.

Maker Learning Network

Maker Learning Network provides technical support and implementation of the iLEAD Design Model. In addition, the support in the areas of school operation including facilities development, safety, outreach, and more.

iLEAD California Charters 1

iLEAD California is the nonprofit public benefit corporation that has long overseen and supported the operation of the iLEAD California schools, and will serve as the nonprofit operator of Empower Generations upon approval of this material revision. Through its central office staff, iCC1 provides comprehensive educational and operational services to the iLEAD schools. iCCi's approach is rooted in the iLEAD methodology, which emphasizes individualized, project-based, and social-emotional learning. iCC1's central team provides instructional development, training, implementation, and assessment support for all students. In addition to instructional support, iCC1 provides expertise in leadership, governance, human resources, information technology, financial management, and school operations. iCCi's mission is to empower individuals to become lifelong learners, empathetic citizens, authentic individuals, and design thinkers. Element D discusses the new organizational structure in detail.

Procopio

Empower Generations's California legal expertise is provided by Procopio. Procopio represents clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Procopio for advice on charter development, renewal, incorporation, and other matters. Clients include High Tech High, UCSD Preuss School, the Horizon Charter School and California Charter Schools Association Joint Powers Authority.

Little iLEADers

Empower Generations' partner for early childhood education, infant/toddler center, and child development consulting. Little iLEADers is a premier early education center that specializes in play-based learning and developmentally appropriate programs. Little iLEADers provides training and support for Empower Generations' on-site infant and toddler center, a unique aspect of the charter that provides high quality support for the 2nd generation of Empower Generations' learners: the babies and toddlers of the 7th-12th graders.

Full Circle Consulting

Full Circle Consulting Systems, Inc. is leading efforts to maximize resiliency and support structures for children in the state of California. Full Circle provides consulting, training, and programming

for trauma-informed practices and a resiliency program for learners. For two decades, Full Circle has served as a statewide training, education, research, and resource organization dedicated to protecting children and strengthening families in California. Full Circle brings a statewide network of agencies committed to strengthening families and preventing adverse childhood experiences by LIFTING the capacity of professionals and parents, LINKING and uniting professionals around a shared trauma-informed program using effective data-driven approaches, and LEVERAGING partnerships across systems to promote and integrate trauma-informed agendas.

Doula Trainings International

Doula Trainings International (DTI) an educational body and professional community, founded in 2011, offering in-person and online courses for birth workers i.e., doulas and childbirth educators. DTI also offers advanced training for nurses and lactation specialists to help support mothers and babies during pregnancy, birth and the first year postpartum. DTI provides training and the model for Empower Generations' approach to working with pregnant and parenting teens through their childbearing year, including prenatal education and coaching, on-site labor and birth support, and six weeks of home visits and postpartum support after delivery.

Antelope Valley Partners for Health

AVPH seeks to improve the lives of the most vulnerable and underserved population of the Antelope Valley. This population includes adults and children of diverse ethnic origins who are currently living at or below the poverty line, have no access to health care services and must overcome the geographic barriers from living in the area. AVPH has made significant changes in the following areas: access to health care, community needs assessments, mental health care in schools, dental health for low income children, nutrition and physical activity programs for children and their families, infant mortality issues, women's health education, housing concerns for transitional foster youth, case management services for pregnant women, developed a community resource directory, developed a community based care management consortium for senior citizens, addressed transportation issues, developed and implemented a coordinated comprehensive community network to support at-risk youth and their families, and played a lead role in most local health and health policy issues.

Boys and Girls Club of Burbank

The Boys & Girls Club's mission is to inspire and enable all young people to realize their full potential as productive, responsible and caring citizens. It is our vision to provide a world-class Club Experience that assures success is within reach of every young person who walks through our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. The Boys & Girls Club has a distinguished 25-year history in providing a multitude of enrichment programs to youth, ages 5-18, and their families. The Club currently has 23 sites, one clubhouse and 22 satellite locations serving the communities of Burbank, Glendale, North Hollywood, Pasadena, Sun Valley, La Crescenta, Sunland, La Canada, Tujunga, North Hills and Hollywood, CA. The BGC implements tested, proven and nationally recognized programs that are designed to encourage over 3,800 Club members a day to realize a wide variety of positive outcomes that ultimately lead them to great futures. In recent years, the BGC Movement has focused additional efforts on helping children and teens achieve in three priority outcome areas of Academic Success, Good Character and Citizenship, and Healthy Lifestyles. We follow the Formula for Impact which is our roadmap for ensuring that all young people have a positive, impactful Club Experience and, ultimately, achieve the important outcomes that lead them to great futures. It is our goal to provide free and low cost

services to disadvantaged and underserved youth in the following core programs: after-school tutoring/homework, Tech/STEM, creative arts, team athletics, leadership development and career/college planning. The Club also runs a free, drop in teen program and a deaf and hard of hearing program.

Eagle Rock School and Professional Development Center

The Eagle Rock Professional Development Center works with educators committed to making high school a more engaging experience for our country's youth. That's because we envision this country's high schools as high functioning centers of engagement and learning. Through our unique services and offerings we strive to accelerate school improvement and support implementation of engaging practices that foster each students' unique potential and help young people use their minds well.

ELEMENT A (1): EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii)

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii)

Mission and Vision

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

The vision of Empower Generations is that all learners will possess the knowledge, skills, and

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

Empower Generations provides a rigorous, relevant, and attainable education program based on the Common Core State Standards. Empower Generations accomplishes its mission and vision through the following best practices:

Personalized Learning

Constructivist Methods and Project-Based Learning: Empower Generations' curriculum implements the California Common Core State Standards through relevant learning experiences that engage learners' interest as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful learning, as they engage in hands-on activities and experiences that build on their prior knowledge. A key instructional approach is project-based learning (PBL), which is conducive to teaching higher order thinking and real-world skills. PBL closely resembles real world work, so learners develop skills for success in careers and life. Learners apply their understanding in projects that gradually introduce greater levels of complexity, allow for more learner autonomy and increased choice of topics and products, as learners develop. These powerful learning experiences foster self-motivation and self-directedness, as they discover and develop their uniqueness, while striving to become competent lifelong learners. In this constructivist relationship, teachers are guides of learning and students are learners. For this reason, we call our teachers "guides" and we call our students "learners."

Competency Based Education: Competency education (also referred to as proficiency-based, mastery-based, or performance-based) is a structural reform that helps schools move from the traditional system. In a traditional system, huge gaps are created along learners' learning trajectories because they are generally passed onto the next grade even if they are not proficient. A shift to competency means the system is designed to ensure learners are learning, and they must demonstrate that learning before advancing to the next level. Marzano Research Laboratories refers to these institutions as "highly reliable schools" that are able to consistently produce learner achievement. They are reliable because students earn credits by demonstrating mastery, not by an A–F scale that allows learners to advance with variable amounts of skills and leaves many of them with large gaps in their proficiency of core subjects and knowledge.

Competency education builds upon standards to set a bar for what every learner should know and be able to do. It is important to have clear targets for learning based on standards, and to use time more flexibly, as needed, to achieve mastery of high standards. This is different from traditional schooling because rather than the amount of time per day, per subject, being fixed and the amount of learning being variable, competency education requires that learning at a high level and consistent expectation is the new bar. By making time more flexible to meet learner needs, we can offer a new value proposition for our education system, and the amount of learning that is possible within time-bound targets becomes the new metric. Frequently, competency education is

described as simply flexibility in pacing or awarding credit, but this does not capture the depth of the transformation of our education system from an industrial system to a learner centered system. Competency education holds promise as districts explore new ways to expand and enrich support to students, challenging the assumption that learning only takes place within the classroom.

Individualized Learning Plans (ILPs): Each year, learners and guides create ILPs to guide instruction. Each learner, along with his/her family and his/her guide, works together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child is treated as an individual and therefore will be working toward attainable goals appropriate to his individual development.

Blended and Flexible Learning: Providing flexible schedules and options to combine on-site, on-line, and work-based settings allow for learners to commit to a learning schedule that works best for them, increasing attendance, engagement, and achievement. Empower Generations will continue to be an Independent Study program, with no more than 20% of instruction occurring on site and a wide variety of personalized learning schedules and pathways for success. Empower Generations' unique blended model allows for each learner to incorporate high school education into life obligations. On site, learners will have access to small group instructions and hands-on workshops, play-based childcare (and childcare lab for CTE experience), SpEd services, small group instruction, meeting 1:1 with a guide for tutoring and learning plan updates, counseling, and other services as needed. Technology will be used for online instruction, including the ability to participate in on-site workshops from Zoom at home, online courses for academic credits, and online meetings with counselors and instructional staff for support. Internships, workforce development experiences, and community partnerships extend the learning off-site and into the community, allowing learners a bridge for postsecondary learning with the support of Empower Generations staff and programs. And college courses in partnership with local community colleges offer dual enrollment opportunities. This model also encompasses variable credits, giving learners entering the program from other variable credit schools the opportunity to continue earning credits toward graduation without starting a course over as well as the opportunity to earn some credits for quality work completed over the course of a semester and to continue earning credits toward graduation requirement in a subsequent semester.

Health and Wellness

Attention to the Whole Child and Whole Family: A developmentally appropriate educational program focuses on trauma-informed social and emotional wellbeing as well as promotes adaptability, self-confidence, autonomy and resiliency for all children. Learners develop social and emotional skills, as they learn to communicate and problem-solve to effectively work and learn in small work groups. The educational program promotes respect, understanding, and appreciation of diversity in the school's multicultural environment. Empower Generations recognizes the importance of a family unit and that health and wellness occurs on many levels. By expanding its focus from individual health to collective family and community health through academics, community nights, strategic community partnerships for wrap-around services, and on-site childcare, learners are more likely to make impactful and long lasting healthy choices.

Unique Graduation Requirements: Empower Generations requires learners to take at minimum 5 semester credits of Health and 5 semester credits of Human Development. A senior portfolio and graduation defense presentation also allows learners to connect academic and social emotional learning to the program's outcomes and bridge to college/career.

Connections to Real World Experiences: Empower Generations' curriculum integrates the Common Core standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop deep understanding of subject matter. Learners have opportunities for independent learning, small group learning, field trips, apprenticeships and online learning. Learners are active participants in meaningful learning, not passive receptacles, as they engage in hands-on activities and experiences that build on learners' prior knowledge. Another key instructional approach is experiential learning, where learners are involved in opportunities to connect their skills to real-life situations, which are conducive to teaching higher order thinking skills that support successful careers and living. These powerful learning experiences foster self-motivation and self-directedness, as learners discover and develop their uniqueness while striving to reach their full potential.

Focus on Pregnancy and Parenting: Empower Generations provides unique support to pregnant and parenting teens. In collaboration with Allison Bravo, founder of Empower Generations, and Doula Trainings International, a birthworker education and professional organization, a comprehensive and contentious health and wellness support plan is created for each pregnant teen enrolled in the program to include childbirth, infant care and lactation education, birth support, and six weeks of home visits to support transition to parenthood and a transition plan back to school. This unique model ensures learners feel empowered during their pregnancy to make healthy choices and continue school during and after birth.

Play-Based Childcare: Empower Generations is more than a "bring your baby" to school campus. In partnership with a premier early education center and professionals, Empower Generations provides a safe space for infants and toddlers to be while parents are in school in addition to hands-on learning and practice for parenting skills and early child education development for the Early Education CTE pathway. This village style of childcare allows children a developmentally appropriate and engaging environment to thrive while also providing real-world lab opportunities for learning and development in the career pathway.

Internship and Mentorship

Building a strong partnership with home and community: Families and community partners are key resources to supporting learners' success through wrap-around services. Empower Generations actively involves caregivers and community partners at school and works with them to support and extend their learners' learning at home and through other community opportunities. Empower Generations seeks ways to involve community partners and provide learning experiences that broaden learners' perspectives, support, and opportunities. Family community nights, community partnerships, referral programs, and academic projects focused on community building allow for the school to take an active role in family and community development. Empower Generations uses a push in model of services, with most community

based services happening on the Empower Generations campus. Transportation and time are real barriers for teens to access community resources. By bringing services onto campus during school hours, roadblocks to success are eliminated, allowing for more focus on learning, working, parenting and graduating high school to occur.

Career Technical Education (CTE) and dual enrollment: Learners will take personal ownership and align their personal goals to plan their education and career path. Empower Generations will follow the California CTE framework and programming to create formal pathways of CTE learning in priority or emerging workforce sectors. Learners will work 1:1 with their guide to incorporate a 4-year CTE completion plan into their Individual Learning Plan and graduation plan, with at minimum an intro and capstone course. Through partnerships with local community colleges, CTE courses will be articulated so that completion of each course with a grade of C or higher will result in earned credits at the partner college. Empower Generations also allows for dual enrollment in community college for non CTE courses, narrowing the gap between high school and college for learners.

WIOA Opportunities and Internship: Empower Generations will include added focus on workforce and career preparation. Empower Generations will act in exclusive partnership with one or more of those programs listed in Education Code Section 47605.1(g), including but not limited to Workforce Innovation and Opportunity Act (WIOA) providers. Empower Generations has partnered with Goodwill Southern California, Antelope Valley Community College, and University of Antelope Valley. Incorporation of WIOA services expands Empower Generations' community model of education, providing more services and support for learners preparing to enter the workforce in accordance with the 14 program elements of a WIOA youth program. Empower Generations will develop partnerships with additional WIOA and Job Corps exclusive partners in LA County to make sure the WIOA services and resources are available and accessible to all learners it serves.

Educational Philosophy

Whom the Charter School is Attempting to Continue to Educate and Serve

In 2016, Empower Generations was founded with the primary purpose of giving priority admission to pregnant and parenting teens. It was evident in the first year that the program philosophy and elements attracted and served a broad spectrum of teens who have been historically underserved or disengaged by community, public, and private schools. In 2017, Empower Generations met the criteria for and became a DASS school and will continue to operate under DASS.

Empower Generations will serve learners who are:

- Pregnant or parenting
- Disconnected or dropped out
- Disengaged
- Justice system involved
- In or aging out of foster care
- With a disability
- Low income

- Homeless
- English Language Learners
- Credit deficient
- Transient
- Chronically absent
- Expelled
- Eager to get started in a career of choice
- Needing a flexible schedule
- Needing more personalized and flexible support
- Experiencing or recovering from trauma in any form

In California, 61.7% of adults have experienced at least one Adverse Childhood Experience (ACE) and one in six adults have experienced four or more ACEs. According to the historic CDC-Kaiser ACE study, these experiences make youth more susceptible to maladaptive behaviors including substance abuse, early sexual behaviors, and poor health care. These are compelling statistics that reflect the complexities of daily challenges and opportunities and call for deeper professionally driven responses and coordinated efforts across systems. The majority of learners who choose to enroll at Empower Generations have experienced at least one ACE in their lifetime. There is a strong and graded relationship between Adverse Childhood Experiences (ACEs) and teen pregnancy. ACEs and the resultant toxic stress are well documented to negatively impact youth neurodevelopment resulting in emotional, cognitive, and social challenges in and beyond the classroom.

While the teen birth rate in Los Angeles County has dropped from 2011 to 2017 to a historic low of 15 teen births per thousand, data trends continue to show higher teen birth rates in specific areas of LA County (Antelope Valley and South LA) and in specific populations of teens (Hispanic, Black, and Native American). Research shows a link between high adverse childhood experiences (ACES) and teen pregnancy. And a strong correlation between teen birth and high school dropout still exists. And while the teen birth rate is continuing to decrease, the percentage of teens in California and Los Angeles who are in foster care, homeless, or involved in the juvenile justice system have increased from 2011 to 2017, demonstrating a continued need for programs like Empower Generations.

Empower Generations will continue to serve primarily learners eligible for DASS. Through new WIOA partnerships and a strong focus on career development through partnerships, Empower Generations will serve learners ages 14-24 and projects to serve between 100-300 learners per site per year.

Empower Generations will explore a multi-track, year round calendar to best serve its learner demographic.

What it Means to be an Educated Person in the 21st Century

The world has become a global marketplace with ever-expanding sources of information, technology and advancement. Society has evolved from a performance-based society, where the adult practiced what was learned in school, to a learning society. Children need to develop

flexible sets of abstract learning and coping tools and skills. It is vital that learners “learn how to learn” in our dynamically changing nation and world. Successful workers will possess more than rote skills and factual information; they will be creators who can plan, problem-solve and achieve multi-step goals. To be an “educated person” in the 21st century, learners will be able to think critically and apply their understandings in novel contexts. They will have awareness and skills to navigate an ever more politically and economically interdependent world. Given the high stakes, there is a crucial need for open-minded, tolerant citizens who are good communicators in at least two languages. Learners will need to work cooperatively and to value their individuality as well as other people’s differences.

An educated person in the 21st century will require a solid grounding in the fundamental skills and their application: language arts, mathematics, science, and social sciences. They will need critical thinking skills to search for solutions to a wide variety of problems. They will need to be willing to expose themselves to success and failure by taking risks. They will need practical ability to define problems, determine steps to find solutions, and then implement these solutions.

An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society.

An educated person in the 21st century will know that learning and life are meaningful and joyful. They will understand the value of participating in the community around them to improve it. They will understand civic duties and the glorious opportunities afforded to us under democracy. 21st century students will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.

An educated person in the 21st century must be proficient in using technology. All learners will need to be successful in the information-rich, global society that has emerged. Our aim is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high- speed highways and learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.

At Empower Generations, the following Learner Outcomes, aligned with what it means to be an educated person for the 21st century global economy:

College and Career Readiness

- Possessing the knowledge and skills to continue learning beyond secondary school in both postsecondary settings and the workplace
- Having an open mind, while seeking to understand cultural norms and expectations for others
- Possessing leverage-gained knowledge and skills to interact, communicate and work effectively outside one's environment
- Exhibiting the confidence and courage to take on new and challenging endeavors
- Understanding the depth and breadth of college choice, and how it can apply as a

cornerstone to achieving any given learner's educational and career-preparatory goals

Critical Thinking

- Analyzing and evaluating evidence, arguments, claims and beliefs
- Acknowledging his/her own biases, considering other points of view, and synthesizing multiple perspectives
- Understanding and applying rhetorical strategies by demonstrating a deep understanding and value of people, places and cultures
- Thinking critically and working creatively in both digital and non-digital environments to develop authentic and useful solutions

Academic Engagement

- Taking full ownership of learning activities
- Displaying high levels of interest and energy
- Demonstrating a willingness to ask questions, pursue answers, and consider alternatives
- Taking risks in pursuit of quality

Zest

- Actively participating in his/her learning
- Showing enthusiasm and invigorating others
- Approaching new situations with excitement and energy

Grit

- Finishing whatever task and/or project that has been started
- Sticking with a project or activity for more than a few weeks
- Persevering even after experiencing failure
- Working independently with focus

Self-Control - Interpersonal and Intrapersonal

- Remaining focused and resisting distractions
- Remembering and following directions
- Getting to work right away rather than procrastinating
- Remaining calm even when criticized or otherwise provoke
- Handling interpersonal situations effectively

Optimism

- Quickly getting over frustrations and setbacks
- Believing that effort will improve one's future
- Articulating positive aspirations
- Staying motivated, even when things don't go well

Gratitude

- Demonstrating appreciation for the benefits received from others
- Recognizing and showing appreciation for his/her opportunities

Social Intelligence

- Finding solutions during conflicts with others
- Demonstrating respect for feelings of others
- Knowing when and how to include others

Intellectual Curiosity

- Exploring new experiences with openness
- Asking and answering questions to deepen understanding
- Actively listening to others
- Asking appropriately probing questions

Purpose

- Focusing and working towards a stated future outcome
- Articulate an interest, along with the “why” behind the interest

Growth Mindset

- Believing that s/he will become more intelligent, and/or capable, with hard work and practice
- Taking on new challenges with optimism
- Confidently discussing what s/he is learning

All of the above, while speaking directly to school climate, also reflects Empower Generations’s overarching educational philosophy and mission.

How Learning Best Occurs

Empower Generations’s unique design reflects beliefs about how learning best occurs. The commitment to the core program of Empower Generations is based on a commitment to a student-centered learning environment in which learning is presented with a meaningful context that is relevant to learners’ lives and the diverse experiences they bring with them to school. We believe that learning occurs when learners are encouraged to explore the world around them and are encouraged to take risks. “Real-life” learning experiences enable learners to capitalize on their natural curiosity and creativity, and as a result develop self- motivation and an intrinsic love for learning. Instruction is active and engaging, and requires students to produce original work that they revise, polish, and perfect. We believe that true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge (Freire, 1972 and Martin, 2017).

Learning must “invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities” (Brooks and Brooks, 1999) through instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multicultural education and relevant reflection on cultural and individual diversity;
- Is rigorous and demanding, promoting depth of learning and high level thinking within students' Zone of Proximal Development as determined by ongoing assessments;
- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands student's responsibility for their own learning and their community via self-reflection and self-assessment; and
- Is conducted in a psychologically and emotionally safe community where parents/families are integral partners in the educational process.

In order to support all students, including those with disabilities, English Learners or students who struggle to succeed in school, we must clearly communicate our high expectations for their success, and then provide targeted support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes (Resnick, 2008). Students best learn when intensive individualized academic interventions and scaffolding to allow them to retain concepts and skills that are delineated in the state standards, and even more importantly, be equipped to handle the challenges of the future.

Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent Life-Long Learners

Through a student-centered, personalized, hands-on instruction and partnership with WIOA partners to access workforce and career readiness skills, learners come to understand that they can achieve and thereby develop confidence in their learning, and motivation to learn. Empower Generations faculty utilizes "backwards design" and focuses on learner achievement data to ensure that learning objectives are met. Learners reflect on their own learning, helping them gain an understanding of the way they learn best, developing critical competencies in their own learning processes as well as outcomes. Learners also actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, learners develop a lifelong ability to continue to learn.

Teaching Methodologies

Empower Generations' educational design and philosophy are consistent with the school's vision, mission and target population. Empower Generations' school design begins with a solid research base. The school draws upon the following instructional theories and methods:

- A. Constructivist Learning: Learners who attend Empower Generations are educated through carefully designed educational experiences which will incorporate constructivist methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning. Hands-on materials may supplement or replace textbooks, and learners

are encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on knowledge frameworks, concepts, themes and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow learners to use many learning styles and multiple intelligences. (The Language of Learning: A Guide to Education Terms, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development)

- B. Project-based Learning: Empower Generations uses project based learning to equip learners with critical thinking and problem solving skills, so that they may solve complex problems using fundamental skills (reading, writing, listening, speaking and calculating), and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilization of high-tech tools). As noted by the current California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn to do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics (CA Science Framework, p. 13).” Narrative and expository literature and high interest trade books serve as key resources for instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994).”

According to research conducted by a leading entity in Project Based Learning, the Buck Institute for Learning, Project Based Learning supports education in the following ways:

- Academic achievement: Students learning through PBL retain content longer and have a deeper understanding of what they are learning (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993).
- 21st century competencies: Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations (Finkelstein et al., 2010) PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995).
- Equity: PBL shows promise as a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000).
- Motivation: In PBL classrooms, students demonstrate improved attitudes

toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings (Thomas, 2000; Walker & Leary, 2009).

- Teacher satisfaction: Teachers may need time and professional development to become familiar with PBL methods, but those who will make this shift in the classroom practice will likely report increased job satisfaction (Hixson, Ravitz, & Whisman, 2012; Strobel & van Barneveld, 2009).

C. Competency Based Education:

Competency-based education (CBE) is a multi-layer approach to teaching and learning that involves learners progressing based on what they know and can do, rather than just pushing through the standards. It focuses on providing learners with the support and opportunities needed to build skills. In a CBE environment, one might expect to find a combination of the following elements:

- Learners advance upon demonstrated mastery of competencies
- Rubrics include explicit, measurable, transferable learning objectives
- Competencies align with real life, authentic learning experiences
- Learner has co-ownership of learning and an understanding of what's needed to advance/achieve/improve
- Learners' pace can be personalized to meet the academic and social emotional needs
- Learners receive timely, differentiated support based on their individual learning needs
- Assessments are meaningful, positive learning experiences
- Multiple opportunities and expectations for revision and reflection.

Competency Based Education measures what learners can do and how they apply it to real life. In the Age of Information, knowledge is easily accessible at all times. CBE aims to empower learners to have life skills, common sense, and the critical thinking skills which will propel them through life. In CBE, learners approach their education by mastering clear, actionable learning targets called Competencies. Learners use the competencies to understand, analyze, and critique information, create solutions, and interact with the world around them. Competencies go further than just academics. They blend standards-based learning with social-emotional skills, growth mindset, and real-life application. CBE supports whole child health and resiliency. Learners with unique life situations can learn skills relevant to their life on flexible schedules. The competencies provide a pathway to meaningful learning and social-emotional strength through individualized education plans, one-on-one support, and learner-led passion projects.

- D. Individualized Learning Plan and Portfolio: At the start of each school year, learners and their guide, together, with parents/guardians and WIOA and community partners, create an Individualized Learning Plan (ILP) for each learner that includes individual academic goals (aligned to Common Core State Standards), social and emotional goals, major learning activities, and the means by

which outcomes will be reviewed. Each learner then learns to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At least twice each school year they meet with their guide and their learning team to look critically at what they have accomplished, examining a portfolio that showcases what they have learned throughout the school year. The learner helps lead a discussion of their strengths and areas of growth. guides coach learners through this process and practice with learners while they are learning how to help lead and ultimately to direct these discussions. The group works together to develop goals and strategies to overcome challenges. Based on the ILP, learning outcomes, and competencies, learners compile and reflect on learning portfolios throughout the year. The learning portfolio is a reflective, personalized defense of growth and achievement of goals. Seniors complete a graduation defense presentation to school members, community members, and family to prove readiness to graduate using their completed portfolios as evidence of their defense. The portfolio-based presentations help ensure that learners are accountable to their families, their guides, and their community as a whole. In addition, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

- E. Multiage Groupings: Research supports educational environments with two or more grades that allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and learner provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a student (Anderson and Pavan, 1993). Multiage groupings increase opportunities for instruction that matches need, especially at a small school like Empower Generations, because they allow for large enough subgroups of learners with like needs while retaining homogenous groupings. Learners get the benefits of a smaller, more personal learning environment, and at the same time, their academic needs are met. Multiage groupings also enhance the culture of learning as older learners model expected behaviors for learners entering the class or the school, also reducing social stratification across grade level groups and reducing the chance of bullying and other harmful behaviors.
- F. Technology Integration: An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. There are interactive programs, such as simulations, where learners act as architects, to design a playground, teach core content standards and develop critical thinking skills. guides access video, photos, text, audio tracks and other real-world material online to support California Common Core State Standards being taught. These resources engage learners' interest, provide up-to-date content and accommodate diverse learning styles. In addition to having access to software and the internet, our Empower Generations learners may also be able to access other resources such as flight simulators, both Lego and Vex robotics, and creative

applications such as Adobe software, Google products, and Apple Apps to explore the different aspects of math, science, and art. Whether discovering the scientific method, potential vs kinetic energy, or geometry, these opportunities move knowledge from the textbook into real life. Technology at Empower Generations also expands opportunities for guide feedback, learner revision and parent involvement. Basic word processing makes learner revision of work much more efficient. Web-based programs can greatly increase learner, guide and parent interaction around learning, including communication about progress toward learning goals and the instant updating of information through information systems and classroom tools such as Google Classroom.

- G. The Whole Child: Empower Generations' educational program facilitates the academic, social, and emotional development of all learners with a trauma-informed and developmentally appropriate curriculum as they move through the school's program. The advisory program is a key strategy for developing the whole child, for individualizing the educational program and for creating a supportive school environment. Through advisory, learners and guides develop closer relationships, creating a safe space for activities such as social-emotional and personal and academic skill building and goal- setting, monitoring and problem-solving. Advisory provides the learners and guides a space to connect and discuss their school community, working collaboratively to address any challenges that individual learners, the classroom, or the school community as a whole is facing. Advisories are used to facilitate every child's participation in the school's decision-making process. The meetings provide time for guides to announce upcoming activities and classroom guests. Advisories are multi-aged "school families" that foster strong connections between all members of the Empower Generations community.
- H. Family Involvement: At Empower Generations, caregivers and families play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. Parents continue to be involved in the school not only through participation on the governing board, but through volunteering and attending school events. Family members are encouraged to volunteer on campus, but parental involvement is not a requirement for acceptance to, or continued enrollment at, Empower Generations.

Empower Generations communicates with parents about learner progress on an ongoing basis as parents interact with guides, counselors and administrators informally and by request, and using web-based technology. Additionally, Empower Generations holds learner-led conferences and issues report cards at least two times a year and sends annual reports to stakeholders. Empower Generations emails a weekly newsletter to families and staff. Empower Generations developed policies to promote effective communication between parents, guides, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

Empower Generations's educational design and philosophy are consistent with the school's vision, mission and target population. Empower Generations' school design begins with a solid research base. Empower Generations draws upon the following instructional theories and methods from the iLEAD model of schools:

- A. Leadership: Learning occurs best when the school culture and environment have a significant impact on learning. Leadership opportunities occur throughout the program.
- B. Entrepreneurial Development: Entrepreneurship is an essential skill in the 21st century job market. Entrepreneurial skills are required not only for future entrepreneurs; modern jobs require employees to be entrepreneurial as well. Entrepreneurial development is a multidisciplinary form of education: it teaches multiple subjects at once. Solving business problems requires knowledge of subjects such as math, language, and arts. Entrepreneurship is not something done alone. Learners learn to work together with their teams and also with customers. Being an entrepreneur requires many different skills. Therefore, even learners who are usually underperforming can rise to the top. It can bring out the best in everyone. Selling, talking to customers, and marketing are everyday business skills that are taught. At Empower Generations, we also encourage social entrepreneurship-- businesses that generate income but can support social change at the same time. In addition, Empower Generations uses entrepreneurship as a way to provide financial literacy education. Innovation and creativity are at the heart of entrepreneurial development. Empower Generations instructional program and WIOA partner programs reinforces the intrinsic motivations of play, passion, and purpose, while teaching learners to work in teams, take risks, and learn from failure. These are keys to nurturing our learners' natural curiosity, creativity, and ability to innovate. Empower Generations presentations of learning brings this instructional theory to life as our learners design, develop, execute and present their projects to the community and relevant as well as authentic audience.
- C. Arts: Years of research show that the arts are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools also help close a gap that has left many a child behind: "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. The arts are the cornerstone for all learning. In addition to offering such classes as Visual Arts and Theatre, the arts processes are woven into all subject areas and encourages our learners to utilize artistic innovation, creation and exploration in their project learning and presentations.

- D. Design: Empower Generations believes that learners learn best by participating in project-based learning where they design projects/products to convey their learning. Learners learn to take charge of their own learning by actively designing, researching and developing in-depth study on a topic of interest. As they develop skills, learners are increasingly responsible for deciding the topic, what the project consists of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to achieve the project, according to their individual learning styles. It is the role of the guide to guide the learners, set expectations, facilitate questions, and encourage learners to use multiple intelligences (Newell, 2003). Passive, out of context learning is not adequate to prepare students to work in today's world. Empower Generations uses project based learning and competency based learning to equip learners to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research, time management, information synthesizing, utilization of high-tech tools).
- E. Social Emotional Learning: Learning occurs best through the development of character, where learners learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Learners learn to take full responsibility for their own learning (Nelson, 2000; Kohn, 1993).

The program maintains a unique emphasis on using methods that foster our learners' social-emotional development and personal strengths. Empower Generations is committed to ensuring its learners learn to lead, be self-directed, and develop their emotional IQ in a way that inspires creativity and engagement in their coursework. It's vital to help learners develop skills like social awareness, self-management, regulation of emotions, and early self-awareness early so they can begin to weave these abilities through every facet of their lives.

As an integral part of the approach to teaching, implementation and evaluation of Social-Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving context and teaches them to accept feedback, create solutions, and present their findings in a high-performance context.

To accomplish this vital mission, SEL progress is measured and reported as part of every project, individualized learning plan goal, and report card. SEL and Academic Rigor rubrics that add a well-balanced approach to academics and reflective practice for guides, learners, parents, and administrators are used in addition to academic reports of progress. Other elements of our SEL implementation could include, practice and assessment include trauma-informed resiliency curriculum, Learner Led Conferences (LLCs), Presentations of Learning (POLs), Passion Projects, Individualized Learning Plans (ILPs), Advisory Program, learner-driven ambassador

groups, morning meetings, and restorative approaches to discipline, among others.

Passive, out-of-context learning is not adequate to prepare learners to work in today's world. Empower Generations will use project-based learning and competency based learning to equip learners with the knowledge and skills to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high-tech tools).

There is a growing body of research that supports the use of project-based learning. Schools where project-based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced. According to Ed Week, September 27, 2006 a new report, "Compendium Study of Promising Practices: Innovations in Charter Schools", available from the Center on Educational Governance at the University of Southern California, highlights what it sees as effective practices in 20 charter schools in California, including efforts such as project-based learning, parent involvement, and the infusion of arts in the curriculum." The California Department of Education has given a large portion of Dissemination Grant awards to schools for their use of project-based learning to achieve high academic achievement among secondary learners, including High Tech High, the International School of Monterey, the Alameda Community Learning Center, and Guajome Park Academy. Many educational research institutions also advocate this trend: "One strategy for linking the curriculum to real-world learning is project-based learning, where students are engaged in challenging tasks that usually involve knowledge and skills from more than one academic discipline." – Redesigning Schools: What Matters and What Works, School Redesign Network at Stanford University, 2002.

Research shows that each individual constructs knowledge rather than receiving it from others. Constructivist teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning. Hands-on materials may supplement or replace textbooks, such as manipulatives in math or science labs in upper grades. At Empower Generations, learners are encouraged to think and explain their understanding and processes, instead of simply memorizing and reciting facts. For example, a learner may choose to construct a skateboard ramp or redesign a building's wheelchair ramps to learn and demonstrate mastery of algebraic reasoning skills. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include active learning, field trips, guest speakers, and real-life, authentic projects that allow learners to use many learning styles.

Throughout each course, learners take charge of their own learning by actively planning, researching and developing in-depth study on a topic of interest through PBL. Some projects are collaborative with one or more peers, while others are solo, yet each requires depth and breadth over time. As learners develop knowledge and skills, they are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to complete the project, according to their individual learning styles. The guides help the learners, set

expectations, facilitate questions, and encourage learners to use different approaches to accessing, mastering and exhibiting mastery of content.

Through project-based learning, learners are motivated, challenged, and, as a result, actually look forward to their next assignment. They apply what they have learned in one subject area to newly encountered situations in another. They can see how their classwork relates to real life while gaining indispensable knowledge, skills and beliefs, including critical thinking, collaboration, grit, and communication.

Empower Generations follows the Buck Institute for Education (BIE) processes for “Gold Standard PBL” (Buck Institute for Education, 2015) and implement:

- Project Design Guide for planning projects
- Competency Based Rubrics for assessing social emotional learning and academic rigor
- Project tuning protocols for calibrating projects by providing administrative and peer feedback to guides
- Critical Friends protocols for providing feedback to guides and learners
- Data Protocols to use existing data from formative and summative assessments to plan and scaffold projects.

Throughout the PBL process, guides will act as metacognitive coaches, serving as models, thinking aloud with learners and practicing behavior they want their learners to use. They facilitate a learning process that includes learners’ interests and aspirations and is, therefore, learner-driven.

The following framework is based on the BIE's publication, *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction* (Larmer, Mergendoller, & Boss, 2015), and *Deeper Learning competencies* (William and Flora Hewlett Foundation).

Essential PBL Design Elements	Guide and Learner Tools	The Nature of Learning
Challenging Problem or Question Problems or questions with the right level of challenge, structure, and actionable steps that ignite learners' interest and helps learners Achieve project through sustained inquiry goals	Guides and learners use pictures, videos or photos that provoke interest in a topic and can be useful to ignite learners' curiosity and frame a problem or question in a way that moves learners to action. guides consider programs such as : TeacherTube, TED Ed, Skype, Google Hangouts or a guest speaker as an "Entry Event" to a project.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Sustained Inquiry Carefully scaffold structures promote learner engagement in responding to a challenging problem or question over the course of a project	guides use different tools to sustain inquiry, such as using Newsela, which offers daily news articles from major publications in English and Spanish at five different reading levels for learners in grades 2-12.	Master Core Content Critical Thinking Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Authenticity Creating learning experiences that are rooted in real contexts and have impact or personal relevance	guides design authentic projects using the iLEAD PBL Design Guide to identify and select K-12 challenging standards and matching learner's interests.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Voice & Choice Opportunities for learners to participate in the decision-making process about how to resolve the problem, voice their ideas, and make choices about their learning	guides use learning management portals such as (Google classroom, EdModo, Echo, NOVARE etc.) to help learners manage, archive, and showcase projects. Learner and guides use Google accounts to create Google Docs to work collaboratively on their projects, archive project documents, and manage their	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"

	work.	
Reflection Opportunities for learners to develop metacognitive skills aligned to specific subject-appropriate use	Learners use blogging platforms, such as KidBlog, Edublogs, and Weebly that offer learners virtual spaces to reflect on their projects. Learners can also comment on one another's posts.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Critical Feedback & Revision Built in checkpoints for learners to receive feedback from guides or peers and opportunities to improve their work.	guides have regular individual and team check ins. guides use face-to face time or tools such as Screencast-O-Matic to provide oral feedback on learners writing or work products, which is a useful strategy for English learners, learners with disabilities, or struggling reading. Also, tools such as Educurious which offers learners access to project and career experts who can provide real- world feedback	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Authentic Audience/ Product Public displays of learner work that demonstrate acquisition of knowledge and skills along with application in authentic contexts	In person or virtual presentations by learners are opportunities that help showcase the PBL process. For example, Biz Movie is a fun and engaging way to demonstrate learning in a project. Learners show what they know and can do by creating animated movies. Learners create and run movie companies, learning about entrepreneurship and business.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"

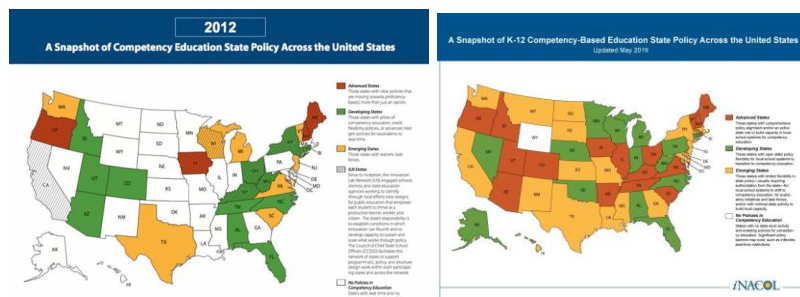
The **Competency Based Education** model has evolved over the past 40 years. According to a Harvard University Professor Panel Discussion, "CBE is personalized learning with multiple uses: differentiated instruction, tailoring to interests, and empowering students with the cognitive and social/emotional skills to manage their learning." (Sturgis, 2019)

The competency-based education (CBE) approach allows learners to advance based upon their ability to master a skill or competency at their own pace. This method is tailored to meet different learning abilities and can lead to more successful learner outcomes. This is how Empower Generations personalizes learning for all. As competencies are proven through work evidence, learners continue to progress academically. This progress is documented through formative and summative assessments using Norman Webb’s Depth of Knowledge framework. Formative assessments allow Guides to provide learners with personalized feedback that allows them to revise or move forward. Summative assessments show overall mastery of a competency. Empower Generations competency framework was collaboratively developed by a group of educational professionals over a three year period. The school worked closely with Eagle Rock Professional Development Center as well as curriculum specialists with iLEAD Schools. Each competency was intentionally created to support not only interdisciplinary projects, but also to address the Common Core State Standards and the Next Generation Science Standards.

GRADUATION PROFILE	COMPETENCIES
INTERNATIONAL: <u>Graduation Standard:</u> Demonstrate purposeful contribution in school, local, and global communities as a means to enrich personal learning, practice civic responsibility, and strengthen communities.	How do I demonstrate Community Engagement? ❑ Diverse Cultural Perspectives ❑ Multiple language proficiency ❑ Understanding ethical issues ❑ Global Research and Analyses ❑ Social History through interviews
LEADERSHIP: <u>Graduation Standard:</u> Use variety of interpersonal skills to demonstrate respect for cultural and individual strengths and differences while working in various roles to enhance the group's overall goal, process and performance.	How can I use collaboration and teaming to refine my leadership skills? ❑ Synthesis/Collaboration ❑ Lead through Influential work ❑ Generate meaningful questions ❑ Civic Responsibility Through Local Policies ❑ Intrapersonal/Interpersonal Understanding ❑ Powerful communication to diverse audiences
ENTREPRENEURIAL DEVELOPMENT: <u>Graduation Standard:</u> Demonstrate problem solving and risk-taking abilities in a variety of situations through productive struggle, ownership of work, drafting and revision, and gradual resolution.	How can I integrate knowledge from a variety of sources to set goals and make informed decisions? ❑ Persuasion (ethos, logos, pathos) ❑ Authentic Problem Solving ❑ Financial Literacy ❑ Internship with community business ❑ Write a business plan
ARTS: <u>Graduation Standard:</u> Use diverse means of self expression that captures passions and emotions while challenging intellect.	How can I demonstrate creativity and expression that captures emotional and intellectual self? ❑ Artistic connections through cultural context ❑ Divergent thinking ❑ Self expression through variety of mediums ❑ Mathematical Engineering ❑ Geometric Reasoning ❑ Applied Digital Technologies
DESIGN:	How can I demonstrate critical thinking and curiosity through my work?

<u>Graduation Standard:</u> Use relevant research and investigations to generate and evaluate ideas and solutions.	❑ Literary/Author Analyses (Poetry, non-fiction, fiction) ❑ Informative Text Application ❑ Data Interpretation Through Design Process ❑ Scientific Analyses/Investigation (Physical and Life) ❑ Scientific Experimentation (Physical and Life) ❑ Mathematical Reasoning and Application ❑ Innovative Prototyping
ADVISORY: <u>Graduation Standard</u> Cultivate a sense of identity through academic, emotion and social exploration.	How do I use self development to master personal competencies? ❑ Healthy Relationships ❑ Social Networking ❑ Goal setting and action steps ❑ Personal Accountability ❑ Reflection Process/Growth Mindset ❑ Self-Advocacy/Agency ❑ Personal Moral/ Value system ❑ Mindfulness ❑ Persistence ❑ Senior Portfolio Defense

The CBE model continues to be the future of education. The two maps below show the difference of CBE growth between 2012 and 2019. According to Competency Works, in 2019, there were 17 states identified as “Advanced,” shaded in red on the map. These are states that have comprehensive policy alignment and/or have established an active state role to build educator capacity in local school systems for competency education. In 2012, just 10 states were identified as advanced. In addition, in 2012 there were only 8 states emerging and in 2019 the number grew to 15 states who are still working with state officials to implement educational policies that support the implementation of Competency Based Education.



Benefits to CBE:

Flexible - Due to the adversity of our school population and the needs of our young parents and at-risk youth, flexibility allows learners to create their own schedules and work within *their* means. According to Abraham Maslow’s hierarchy of needs, before learners can meet their full potential, there are certain psychological and self-fulfillment needs that must be considered before their academics can be accessed. In addition, our learners are caring for young babies and/or met with uncertain circumstances each day. Our workshop schedules are flexible to support learners' academic needs. In addition learners have the ability to move at their own pace.

Engaging - CBE increases learner engagement because the learning experiences are relevant and authentic to their passions, strengths and future goals. We encourage

learners to pursue what motivates them personally so they may feel their own successes and failures.

Personalized - Personalization is the core of CBE and responsive to the individuality of all learners. Personalization can mean using a learner's passion to approach subject matter content, to using competencies and learning targets (subject matter standards) to solve a community problem or improve the quality of life. In addition, progress monitoring, assessment, and competency mastery is personalized to respond to the developmental needs and individualized goals of each learner. Throughout the school day there are opportunities for Guides to collaborate with learners through small group workshops and one-on-one meetings.

Standards of Performance - Empower Generations uses the Common Core State Standards and Next Generation Science Standards as a basis of content, but learners work towards mastering standards through performance and measurable outcomes.

Equity - *Competency Works* has built a CBE framework around equity to ensure all learners . The eight pillars include:

- School Culture - *In what ways does the school culture promote a growth mindset, build trust and inclusivity?*
- Learner Agency - *In what ways are learners coached in and have opportunities to practice and apply the lifelong skills they need to develop agency?*
- Transparency - *What systems, practices and routines are in place so that students understand their own learning path and how to advance? How do schools know and ensure all students are growing at a meaningful pace that guarantees they graduate prepared for college, career and life?*
- Definitions of Learner Success - *Has the school community developed a shared definition of student success? What are the expectations for the skills, knowledge and traits that students will need for lifelong learning and preparation for college and career? How is the school designed to help students build the necessary knowledge, skills and habits?*
- Pedagogical Philosophy - *To what degree is there a shared understanding of effective instruction and assessment based on the learning sciences? In what way are teachers supported in differentiating and personalizing learning in order for students to reach common, rigorous educational outcomes and discover talents and interests?*
- Consistency & Reliability - *What types of processes are in place to support teachers in building a shared understanding of proficiency of academic skills, social emotional skills and habits of success? Is the process of determining proficiency calibrated, consistent and fair?*
- Pace and Progress - *What process and strategies are used by districts and schools to measure and monitor student growth based on student performance levels? How does the school monitor and respond when student pace is slower than anticipated within the time-bound targets? What types of strategies are in place to reinforce a focus on learning and growth given the grade-level focus of state accountability systems?*

- **Adult Mindsets** - *In what ways are educators supported in their professional learning that is linked to student growth? How are adult beliefs and actions examined in an ongoing way that identifies bias and supports empathy, self-awareness and inclusivity?*

Authentic assessment is the accountability system for CBE. This assessment system is based on setting high expectations, and allowing learners flexibility, choice, and support to achieve them in a way that is personal and meaningful to them through clear learning targets. Norman Webb developed the Depth of Knowledge framework in the 1990s while he conducted research at the Wisconsin Center for Education Research. This model ensures that the complexity of assessments align with standards being assessed. When assessment follows the DOK framework, learners are given a series of increasingly difficult tasks that gradually demonstrate that they are meeting expectations and allow guides to evaluate their comprehensive depth of knowledge. Empower Generations collaboratively developed a framework set of Depth of Knowledge Rubrics that align with the competencies.

Each competency is supported with the four levels of DOK:

- Recall & Reproduction
- Skills & Concepts
- Strategic Thinking
- Extended Thinking

See a snapshot of the DOK Rubrics examples below:

SNAPSHOT: DEPTH OF KNOWLEDGE RUBRIC FOR *GLOBAL RESEARCH & ANALYSIS* COMPETENCY

Global Research & Analyses – A competent learner gathers accurate and in-depth information on a variety of topics. They draw creative, original, and thought-provoking conclusions based on rigorous analysis and interpretation.

DOK LEVEL 1 Remember & Recall	DOK LEVEL 2 Skills and Concepts	DOK LEVEL 3 Strategic Thinking	DOK LEVEL 4 Extended Thinking
Give a variety of examples regarding global issues	Show relationships between global issues and financial trends	Investigate community organizations for global causes	Create partnerships with outside community members to implement agenda items for action
Identify causes and effects of global issues	Compare and contrast global issues nationally and internationally	Through a field studies experience, investigate a global issue firsthand	Conduct a project that specifies a global problem, identifies solution, and reports results by writing of a paper, the development of artwork, oral presentations, audio and videotape productions, photographic essays, simulations, or plays.
Match global issues to the countries currently facing them.	Compare the cause and effect of one global issue occurring in multiple countries.	Analyze proposed solutions to a global issue to determine which is most viable and altruistic	Based on research, create a virtual world tour (or other awareness campaign) to prepare the next generation to be change makers. Highlight current areas of need as well as past successes for each included country.

In addition, Guides use the DOK lens to develop their workshops/projects. The rubrics then define clear learning targets that align with these learning experiences.

SNAPSHOT: GUIDE DEVELOPING SCIENCE PROJECT THROUGH USING THE DEPTH OF KNOWLEDGE FRAMEWORK

Depth of Knowledge	
DOK 1 Identify - Parts of the Immune System, Where DNA is located, parts of an equation. Recall - Order of operations Repeat - Definitions of Allele, Gene, and Chromosome Who, What, When, Where, & Why - Can identify operations in math. Assessment: Completion of DNA Lab, Completion of CSI Background, and Math Assessment Work	DOK 2 Infer - How to solve math problems. Identify Patterns - In math problems so it is known how to solve them. Cause and Effect - Understand that genetic disorders cause an effect on health. Understand that handwashing reduces bacteria. Summarize - The functions and parts of the immune system. Assessment: Completion of Bread Lab and completion of Math Assignments.
DOK 3 Compare - Different Immune Cell Types Draw Conclusions - Determine "Cause of Death" in CSI Project Justify - The reasoning for determining the cause of death. Explain - The immune system functions and genetic predisposition to disease Assessment: Immune System Training Presentation and completion of CSI Reports	DOK 4 - Apply Concepts - Solve multi-step math problems, teach about immune system, solve mystery Connect - Genetics, Immune System, and Mortality. Connect mathematical reasoning to solve various types of equations. Reflect - Utilize the knowledge acquired about body system working together and the knowledge required to complete complicated math problems. Create - Immune Project, Group Project, Word Problem Project Assessment: Completion of all projects in Workshop

An Empower Generations dashboard system has also been developed to track and document learner's progress through these competences. The dashboard includes links to the rubrics as well as links to evidence of work which are compiled into their four year portfolios. Each section of the circle signifies mastery of content in one of the four DOKs.

SENIOR DEFENSE PORTFOLIOS

At the end of four years, seniors have the opportunity to defend their growth and mastery of the competencies through the Senior Defense Portfolio. This is a unique compilation of artifacts, personal stories, letters and reflections that demonstrate their four year academic and social emotional experiences. They are defending their answer to the Driving Question: *How has my high school journey prepared me for college, career, and life?* A set of guidelines and expectations are completed during their last semester of school. Prior to graduation, seniors defend their reasons as to why they believe they are ready to graduate high school in front of a panel of community members, school board members, staff members and family. Below is the rubric used to assess their defense. If learners do not pass, they are given constructive feedback to improve their defense and re-invited to present.

	Proficient	Emerging {Share suggestions do you have to make improvements to move towards Proficiency?}
Mastery of Knowledge <i>What does the learner know?</i>	☐ Learner demonstrates detailed content knowledge through all 4 artifacts, including the context of artifact, competency and purpose of the project	

Application of Knowledge <i>What can the learner do?</i>	☐ Learner clearly connects learning/projects and competencies with real world experiences	
Meta-Cognition <i>How reflective is this learner?</i>	☐ Learner's academic and social emotional growth, accomplishments and successes are thoroughly interwoven into the presentation and reflection of each artifact ☐ Learner demonstrates plan for post-high school through career and college exploration	
Presentation <i>What is the evidence that the learner can communicate by giving a formal presentation?</i>	☐ Learner uses a clear voice so that all audience members can hear the presentation and get excited and engaged in the presentation ☐ Learner maintains eye contact with the audience, seldom returning to notes or pausing for long periods ☐ Learner is dressed professionally, confident, and able to communicate a message clearly.	
Readiness	☐ Learner demonstrates clear readiness to graduate high school. It is clear that graduation requirements have been exceeded and learner is prepared to go into the world to college/career and make a difference.	
Questions and Comments: <i>What is the evidence that the student can communicate by responding to spontaneous questions appropriately?</i>	☐ Learner responds directly to questions and comments from members of the panel and shows spontaneous thinking skills by making sophisticated connections ☐ Learner uses evidence/examples to beyond the scope of the portfolio to convincingly support answers to questions	
Driving Question: How has my high school journey prepared me for college, career, and life?	☐ Learner's Portfolio defended the Driving Question.	
During your presentation I was WOWED by...		
During your presentation I WONDERED ...		
My overall recommendation is PASS OR REDO because		

Learning occurs best through the development of character, where learners will learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom, home and school are model

communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Learners learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993) Empower Generations' flexible learning environment gives learners the opportunity to develop the character and skills necessary to be successful in our 21st Century society.

Curriculum and Instruction

Backwards Design

Empower Generations' instructional staff approach curriculum planning using a standards-based backwards mapping design process, a key part of Grant Wiggins' and Jay McTighe's acclaimed Understanding By Design model. First, guides identify rigorous, relevant and attainable overarching learning outcomes, going beyond simple facts and skills to include larger concepts, principles or processes ("What should learners know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?"). Next, they determine acceptable evidence of learning for those outcomes; that is, the means of authentic assessment ("How will we know if learners have achieved the desired results and met the standards? What will we accept as evidence of learner understanding and proficiency?"). Finally, they plan meaningful learning experiences and instruction. This includes definition of knowledge (know-that), skills and procedures (know-how) that learners ought to master, definition of materials, and definition of learning /teaching activities (scenarios). Through this planning process they will develop a curriculum map based on the California Common Core State Standards and other outcomes specific to Empower Generations.

Learners at Empower Generations will participate in a standards-aligned education program that is academically rigorous and social-emotionally balanced. The following descriptions briefly summarize Empower Generations' 7-12 curriculum per grade level in each core subject, based on the requirements of the CA CCSS, NGSS and other California state content standards.

English Language Arts (Core, College Prep)

As recognized in the content standards, developing strong literacy skills is critical to learners' success in school and for becoming productive, fulfilled individuals. The ELA curriculum at Empower Generations is based on CA CCSS for English Language Arts, along with the ELA/ELD Frameworks. guides will engage in vertical articulation and collaborate closely with their peers to integrate ELA strands into learning in other subjects. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum is based on state adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning. ELA curricula and Learning Targets at each grade level include daily opportunities for learners to:

- Write effectively for a variety of purposes addressing different audiences
- Write using grammatically acceptable English
- Read critically and extensively for both pleasure and information
- Speak clearly and with confidence in formal and informal settings
- Listen actively and attentively to comprehend information and others' points of view
- Possess critical thinking and problem-solving skills

Grades 7-8

English Language Arts 7

In seventh grade, the English Language Arts CA CCSS establish a higher level of communication skills and comprehension strategies. Learners demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade learners build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they can acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Learners continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in speaking and writing. Literature in the 7th grade will include novels such as *Persepolis*, *Julius Caesar*, *Jackaroo*, *Dealing with Dragons*, *The Pearl*, *Harry Potter and the Sorcerer's Stone* and *Percy Jackson and the Lightning Thief*.

English Language Arts 8

In preparation for high school and beyond, learners in eighth grade must have a firm grasp of skills to be a literate person in the 21st century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, learners read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Learners, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Learners connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade learners build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and can justify their own views considering evidence presented by others. Learners continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word to comprehend a text and call upon a range of strategies to determine word meanings. Literature in the 8th grade will include novels such as *The Hobbit*, *The Absolutely True Diary of a Part Time Indian*, *The Martian*, *Of Mice and Men*, *Fahrenheit 451*, *The Outsiders*, *To Be a Slave* and *The United States Constitution: A Round Table Comic*.

Grades 9-12

Grades 9-12 builds on the previous work in reading and writing and focus more on application and critical thinking at a deeper level. Learners determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. They analyze a point of view by distinguishing what is directly stated in a text from what is meant. Learners cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. They integrate and evaluate multiple sources of information presented in different media or formats (such as visually or

through numbers), as well as in words to address a question or solve a problem. In writing, learners introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Learners provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). They will organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative.

Learners use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Learners use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic. The study of literature and informational text, as well as writing instruction occur not only within the Language Arts block, but are authentically integrated into the project-based units of study across the disciplines. In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for English Language Arts as outlined in the Empower Generations Course catalog, Appendix A. English Language Arts will also align to key skills needed for learners to apply knowledge to CTE courses and WIOA work and training opportunities, bringing the learning to real-world application.

Mathematics (Core, College Prep)

Developing mathematical understanding and skills is crucial to academic success for learners in all grade levels. guides will begin with where each learner is “at” using NWEA MAP scores and prior transcripts and focus on growth from that point. Empower Generations uses a mathematics curriculum that will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning, incorporating hands-on activities that help learners see the connection between concepts and real-life applications. Instruction will emphasize the use of mathematical language and reasoning while involved in problem solving. Empower Generations will design a comprehensive mathematics curriculum incorporating the California State Standards and Learning Targets that will include daily opportunities for learners to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Grades 7-8

Empower Generations will use a CA CCSS aligned math curriculum, which prepares all learners for College & Career Readiness. Empower Generations will continue to use problem-based

instructional materials and incorporate teaching strategies that focus on how learners best learn and retain mathematics. Teaching strategies are based solidly on the methodological research in teaching mathematics. The research-based principles that will guide the math curriculum are:

- Learners should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, learners should interact in groups to foster mathematical discourse.

Mathematics 7

In Grade 7, learning focuses on these four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics 8

In Grade 8, learning emphasizes three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Grades 9-12

In grades 9-12, Empower Generations will continue to use problem-based instructional materials and incorporate teaching strategies that focus on how learners best learn and retain mathematics. Teaching strategies are based solidly on the methodological research in teaching mathematics. The research based principles that will guide the math curriculum are:

- Learners should engage in problem-based lessons structured around a core idea
- Guided by a knowledgeable teacher, learners should interact in groups to foster mathematical discourse

In grades 9-12, learners will take a grade and skill appropriate course option for Mathematics as outlined in the Empower Generations Course catalog, Appendix A. A focus on applied mathematics for the CTE pathway and WIOA based application opportunity ensures learners have ample opportunity to apply mathematical thinking to career preparation. All learners will complete at minimum Algebra I or Integrated Math I.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31.

History and Social Sciences (Core, College Prep)

The History/Social Sciences curriculum will build learners' knowledge through the investigation

of big ideas and essential questions while connecting to learners' interests and experiences through project-based learning. Instruction will develop learners' growing understanding of their community and the world. The curriculum will include the four main social science disciplines: history, geography, civics, and economics. Empower Generations will implement a comprehensive project-based social studies curriculum incorporating the CA ELA/ELD standards, the new 2016 History/Social Science Frameworks, and Empower Generations grade level Learning Targets that will include opportunities for learners to:

- Distinguish fact from opinion
- Connect cause and effect
- Analyze relationships
- Examine history through a variety of perspectives
- Critically interpret historical events

Projects include many resources, media, and activities that integrate historical texts, maps, charts, timelines, and other media from which to draw information about the people, places, events, and issues in history as well as present. Instructional methods include games, graphic organizers, and visual aids to support literacy, critical thinking, analytical, and problem-solving skills and to assist English language learners. Learners have access to print and digital resources including technological means to prepare and communicate learning.

Project based learning enables higher order thinking (Blooms) by empowering learners to not just understand concepts but to apply them to solve problems and create solutions, art, or other works that represent the themes they are focused on. PBL also fosters cross-curricular integration. Literacy skills are essential to success in PBL, and math concepts are incorporated to bring real-world value to learning both core subjects. When possible, topics and practices of science are also explored within historical or social contexts. PBL allows incredible opportunities for learners to find an angle with which to approach and identify with the content, so that learning is always relevant and applied in meaningful ways that foster deeper learning and self-directed extended interest.

Grades 7-8

History/Social Science 7

The medieval period provides learners with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Learners trace the development of medieval civilizations and make connections with regional and present day world maps. Learners identify several major changes that took place during medieval and early modern times. Learners explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Learners use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.

History/Social Science 8

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Learners concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their

study of this era, learners view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Learners confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

Grades 9-12

Guides develop interdisciplinary projects, which include social studies and history concepts based on the California History/ Social Science Standards. Learners learn content in depth and have an opportunity to demonstrate understanding through Learner Presentations of Learning. These projects are shared with parents and the wider community through exhibitions and are assessed through guide created school-wide rubrics that measure understanding, presentation and skill proficiency. In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for Social Sciences as outlined in the Empower Generations Course catalog, Appendix A.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

Science (Core, College Prep)

At Empower Generations, learners will develop knowledge and understanding of scientific concepts and practices. Learners will be involved in inquiry-oriented investigations that incorporate real-life applications. They will develop an understanding of the nature and process of scientific investigation. The science curriculum, aligned to the NGSS, will be integrated within project-based units of study. Empower Generations will implement a comprehensive science curriculum incorporating the Next Generation Science and Engineering Practices and grade level Empower Generations Learning Targets that will include daily opportunities for learners to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out an investigation
- Analyze and interpret data
- Engage in argument from evidence
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Use mathematics and computational thinking

Grades 7-8

Science 7

The California NGSS standards provide opportunities for learners to explore a variety of scientific and engineering practices. Learners will use real-world geologic and oceanic data to develop and use models of geological and biological systems. Learners connect living and nonliving systems to explain the cause and effect of changes in the Earth's energy and resources. Learners partake in projects that explore and engage in argument based on evidence for human impact on local and global ecosystems and organisms, as well as how organisms have evolved, adapted, and reproduced

to create and change the biosphere, atmosphere, and other Earth systems.

Science 8

The California NGSS standards provide opportunities for learners to explore a variety of scientific and engineering practices while using models and experimentation to construct explanations for physical and natural phenomena. Learners will engage in projects that test and demonstrate the forces and energy involved in motion, resistance, and gravity. Learners also collect and use real-world evidence to explain atomic structures, chemical changes, and the properties of thermal and wave energy. Learners also develop models and produce simulations and programs to sense and collect data related to microgravity, gravity, and space sciences.

Grades 9-12

In grades 9-12, the scientific thinking process continues in a developmental sequence involving the following cognitions: observing (using the senses to gather information), communicating (talking, drawing, acting), comparing (pairing, making one to one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing). In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for Science as outlined in the Empower Generations Course catalog, Appendix A. CTE pathways will include a myriad of offerings to take an A-G approved lab science as part of the CTE intro or concentrator class, providing real-world application of learned material. When possible, dual enrollment at community college as part of the WIOA partnership program will be encouraged.

World Language (Non Core, College Prep)

Learners will be able to speak, comprehend, read and write a world language and will be familiar with the major features of the specific cultures. Empower Generations will offer three years of Spanish, French, and Japanese.

Visual and Performing Arts (Non Core, College Prep)

The school believes the arts are critical to learning, and through our project-based approach, arts instruction and experiences are interwoven into all subject areas. Empower Generations learners are encouraged to innovate, create and explore the world through the artistic experience. A learner's individual artistic talent is celebrated and developed. The power of the arts to touch the whole human being - mind, body, spirit - makes it the most consequential tool we have for reaching all children. That makes arts integration a powerful tool for teaching learners in the curricular areas that are tested. At Empower Generations, the integration of the arts is aimed to:

- Stimulate and develop the imagination and critical thinking, and refine cognitive and creative skills.
- Impact the developmental growth of every child and help level the "learning field" across socio- economic boundaries.
- Strengthen problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
- Develop a sense of craftsmanship, quality task performance, and goal-setting-skills needed to succeed in the classroom and beyond.

- Teach children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.
- Nurture important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.
- Play a central role in cognitive, motor, language, and social-emotional development.
- Motivate and engage children in learning, stimulate memory, facilitate understanding, enhance symbolic communication, promote relationships, and provide an avenue for building competence.

In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for Visual or Performing Arts as outlined in the Empower Generations Course catalog, Appendix A. CTE pathways will include a myriad of offerings to take an A-G visual or performing arts courses as part of a full CTE pathway, providing real-world application of learned material and capstone certification in applicable field. When possible, dual enrollment at community college as part of the WIOA partnership program will be encouraged.

Health and Physical Education (Non Core, Non College Prep)

Empower Generations will deploy a holistic approach to wellness that is a safe, non-judgmental, and supportive process which allows learners to explore aspects of physical and mental wellbeing. As a core component of Empower Generations' model, health and wellness will be integrated across the curriculum as well as taught through required courses for graduation. Health, P.E., Human Development and CTE pathways for Health Careers will align to national standards and evidence-based practices. Empower Generations' unique Doula program provides additional hands-on learning opportunities for pregnant teens during their childbearing year with a year of childbirth and lactation education and six weeks of postnatal home visits that provide infant development and infant care education. The infant/toddler center on Empower Generations' campus also provides hands-on learning experiences for human development and wellbeing. Physical Education will be offered through an independent study model with opportunities to engage in physical activity workshops on site.

Grades 9-12

In high school, students are required to complete 1 year of P.E and at minimum of 1 semester of Health. California State Standards for PE and Health are used to provide on campus and independent study standards-aligned courses. Health follows the California Healthy Youth Act with NCAA approved curriculum options.

Advisory Program (Non Core, Non College Prep)

Advisory provides essential support systems in a variety of areas including academic achievement, social/emotional growth and resiliency development, parenting skills, portfolio

development, Leadership development. All learners participate in an elective advisory course each semester.

A focus on social and emotional learning combined with unique morning meetings, advisory topics and seminars empower learners (and family) to receive the information and skills they need to make healthy evidence-based choices for themselves, their children, and their family as a unit. Programs are built upon the "educating the whole child" approach to health and wellness through daily programs and routines such as:

- *The Strengths of Heart, Mind and Will* (Character Lab, 2016) used for developing learner outcomes, assessment rubrics, project development process etc.;
- *The 7 Habits of Successful Kids and Teens* (Sean Covey, 2009-2015);
- Mindfulness and meditation programs (such as kid yoga and meditation, MindUP)
- Love and Logic (Foster W. Cline) (empathy- based approach to discipline)
- Full Circle's Resilience Training and Trauma-Informed Practices program

Advisory will serve as a safe place to build trusting relationships, academic mindset, health and wellness, and 21st-Century skills. Empower Generations's advisory program fosters personalization for each learner and aims to teach social-emotional skills as in the following:

- Advise learners about academic decisions while monitoring academic achievement
- Provide developmental guidance (both formal and informal)
- Foster communication between the home and school and community
- Encourage supportive peer relationships
- Practice conflict resolution
- Promote an awareness of diversity and tolerance
- Facilitate community governance and conversations
- Prepare learners for life transitions including career development and post-secondary opportunities
- Promote character development
- Explore moral dilemmas
- Explore the process of group development and have fun
- Foster positive parenting skills
- Explore the community as a resource for personal development and growth and as a civic responsibility to contribute to

Advisory will also serve as a means towards college preparedness, internship preparation, and WIOA program elements. Beginning in 9th grade, advisory will give learners tools such as college planning, choosing the right type of school, narrowing their passion to focus on possible college and career plans and how to write college essays.

Career and Technical Education (Non Core, Non College Prep)

Empower Generations will follow the California CTE framework to create formal Career and Technical Education (CTE) pathways in industry sectors in high demand according to the most recent labor force statistics. CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to

provide students with a pathway to postsecondary education and careers. The program will consist of a workshop based model for hands-on and active learning rather than passive learning. Two and three-year pathways will consist of an introductory course, 1-2 concentrator courses, and a capstone course consisting of an internship or certification. Empower Generations will articulate courses with local community colleges so that learners will receive concurrent enrollment credit, giving them a jumpstart on postsecondary credits.

As Empower Generations works to develop its own CTE pathways and partnerships through WIOA, community colleges, and local industry partners, a partnership with an online course vendor will supplement courses and pathways.

Learners will take personal ownership and align their personal goals to plan their education and career path. Learners will regularly act on their plan to attain these goals through one-on-one WIOA and School Counselor meetings, attending support workshops and working with community partners. Learners will recognize the value of each step in the educational and experiential process, and they will acknowledge that nearly all career paths require ongoing education and experience.

All CTE courses align to the California Standards for Career Ready Practice:

1. Apply appropriate technical skills and academic knowledge
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial literacy.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural and global competence
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Empower Generations is researching the following pathways for the 2021/2022 school year:

Public and Community Health Pathway		
Intro	Concentrator	Capstone
Introduction to Health Careers	Body Systems and Disorders Medical Terminology Justice in Medicine	Advanced Internship I Doula Certification I

Patient Care Pathway		
Intro	Concentrator	Capstone
Introduction to Health Careers	Body Systems and Disorders	Advanced Internship I
	Medical Terminology	Medical Technologies I
	Sports Medicine I	Sports Medicine Internship
	Anatomy & Physiology	Midwifery Assistant Certification I

Entrepreneurship Pathway		
Intro	Concentrator	Capstone
Entrepreneurship and Innovation	Consumer Math	Start-Up Bootcamp
Entrepreneurship A/B	Principles of Marketing	

Early Child Education Pathway		
Intro	Concentrator	Capstone
Introduction to Early Child Education	Health, Safety, Nutrition in Early Childhood Education	Principles and Practices of Teaching Young Children
Child Development	Developmental Psychology	Advanced Internship I

General Electives

General Electives develop a range of competencies, skills, passions, and knowledge for postsecondary success. Empower Generations uses appropriate standards to develop and offer a wide variety of electives. Electives foster critical thinking, problem solving, creativity, and collaboration. Electives offered at Empower Generations will:

- Strengthen general study skills (e.g., analytical reading, expository writing, and oral communications).
- Provide learners an opportunity to begin work that could lead directly into a major program of study during postsecondary education.

- Expose students, at some depth, to new disciplines that might form the basis for future major or minor studies during postsecondary education

Electives offered at Empower Generations will:

- Be academically challenging
- Involve substantial reading and writing
- Include problem-solving and laboratory work, as appropriate
- Show serious attention to analytical thinking and research skills
- Develop students' oral and listening skills
- Incorporate learning to develop skills and cultivate interest in the academic enterprise

Technology

Empower Generations implements the ISTE Standards for Students to promote future ready learning. Our learners must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process of exploration, creativity, and discovery, regardless of where they or their guides are engaged in the thoughtful integration of educational technology. These standards are based on four themes: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision-making. At Empower Generations, we will integrate these standards and strive to have our learners become:

- Empowered Learners: Learners leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences
- Digital Citizens: Learners recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world. They act in and model ways that are safe, legal and ethical
- Knowledge Constructors: Learners critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- Innovative Designers: Learners use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- Computational Thinkers: Learners develop and employ strategies for understanding and solving problems in ways that leverage the power of technology methods to develop and test solutions
- Creative Communicators: Learners communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

- Global Collaborators: Learners use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Empower Generations leverages technological and human resources to create an educational environment in which learners choose their method of engagement with course material. Every learner has access to technology devices which are used throughout the day in various settings.

The school uses technology to serve several purposes:

- To develop learners' basic technology proficiency
- To incorporate exciting, real world curricula
- To provide scaffolds for learning
- To enhance learners' and guides' channels for feedback, reflection and revision
- To connect learners and guides with other learners and resources around the globe
- To expand opportunities for guide learning and parent involvement

Learners learn safe, responsible usage of the internet, as well as effective internet research skills. guides also introduce Word, Excel, PowerPoint, Adobe software, iOS platforms, audio and visual engineering and all Google products to develop students' basic technology proficiency for projects and real-world work.

An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. There are many interactive programs, such as simulations where learners act as architects to design a playground, teach core content standards and develop critical thinking skills. guides use the internet to access video, photos, text, audio tracks and other real-world material to support content standards being taught. These resources engage learners' interest, provide up-to-date content and accommodate diverse learning styles.

Empower Generations also takes advantage of research based software and web based applications that scaffold learning. For mathematics and science applications, inquiry based learning modules are increasingly available, which use dynamic models as learners learn to detect patterns and understand data. To further personalize learning, some learners may also participate in online coursework through a UC approved course vendor.

Technology also expands opportunities for guide feedback, learner revision and parent involvement. Computer software reduces the time guides must spend to provide individual feedback; guides can scan the understanding of all learners in the room at a glance through their input in handheld devices, and note-posting on a networked or web based system allows multiple viewers to see and respond to guide or peer feedback. Basic word processing makes learner revision of work much more efficient. Web based programs such as Google classroom can greatly increase learner, guide and parent interaction around student learning, including communication

about progress toward learning goals. A competency based platform also tracks and communicates learner progress toward competency requirements.

Other topics covered in technology curriculum will include social media awareness and cyberbullying awareness. Learners gain an understanding on how to act responsibly in the digital world. Focus areas include appropriate cell phone use, social media postings and interactions, use of search engines and reporting problems or inappropriate messages.

Empower Generations uses technology to connect learning to communities in multiple ways. In many applications, technology can create communities of learners or guides learning about content. Computer-based learning is often a social activity, where guide and peers are active participants in a learner's learning. Learners and guides utilize blogs, wikis, Twitter, YouTube, and Facebook to research and communicate learning. Research shows that learner motivation to learn is increased when learners perceive real world relevance, and when they collaborate with peers and practitioners (How People Learn: Brain, Mind, Experience, and School, National Research Council 2000)

Instructional Materials

Empower Generations selects instructional materials based on alignment with the school's standards-based learning outcomes and educational philosophy and that are consistent with the school's rigorous, relevant and attainable student outcomes. Some possible materials are listed in the preceding sections, but the actual materials used may differ as instructional staff learns more about how well different options work. Materials are chosen to promote active, purposeful engagement with content where learners learn and show what they know "by doing." Materials are selected to enhance curricular integration, for example, where learners read a work of historical fiction to enhance their understanding of History/Social Science content they are studying. Supplemental materials are used to develop international themes, to differentiate for learner needs and as needed for projects. Learners have opportunities to select materials appropriate to sub-topics they have chosen, as appropriate.

Empower Generations also takes advantage of software that scaffolds learning. For mathematics and science applications, inquiry-based learning modules are increasingly available, which use dynamic models as learners learn to detect patterns and understand data. In the GenScope project, biology learners move through a hierarchy of six genetic concepts. Research on Geometry Tutor shows how such software can help close the achievement gap, as low-performing learners gain more from their use of the program. Empower Generations uses interactive educational software to provide skills practice.

WASC Accreditation

Empower Generations is a Candidate for Accreditation by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) and will be applying for full accreditation in Fall 2021.

UC Approval

Empower Generations will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Parents of high school students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of Empower Generations's courses to meet college entrance requirements. Thus, all of our high school courses will be transferable to other local high schools.

Graduation Requirements

All of Empower Generations's site-based high school courses have been designed in alignment with the state standards including Common Core State Standards. Graduation requirements have also been designed to meet the UC/CSU A-G requirements. Empower Generations utilizes a competency based and variable credit approach to learning and growth, aligned with state standards for graduation.

Empower Generations Graduation Requirements

Path	Graduation Requirements	UC/CSU Path need a grade of C or better	Competencies	Certificate of Completion (COC) (EC section 56390)
Social Science	3 years (30 credits) ☐ 1 year US History ☐ 1 year World History ☐ 1 semester Government ☐ 1 semester Economics	a. 3 years (30 credits) ☐ 1 year US History ☐ 1 year World History ☐ 1 semester Government ☐ 1 semester Economics	INTERNATIONAL: ☐ Diverse Cultural Perspectives (4 credits) ☐ Multiple language proficiency (4 credits) ☐ Understanding ethical issues (4 credits) ☐ Global Research and Analyses (4 credits) ☐ Social History through interviews (4 credits)	Empower Generations may award a learner with a disability a COC if the following requirements, (a), (b), or © are met: a. The learner has satisfactorily completed a prescribed alternative course of study approved by the governing board of Empower Generations b. The learner has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team . c. The learner has satisfactorily attended high school, participated in the instruction
English	3 years (4 recommended) (30 credits)	b. 4 years (40 credits)	LEADERSHIP: ☐ Synthesis/Collaboration (4 credits) ☐ Lead through Influential work (4 credits) ☐ Generate meaningful questions (4 credits) ☐ Civic Responsibility Through Local Policies (4 credits) ☐ Intrapersonal/Interpersonal Understanding (4 credits) ☐ Powerful communication to diverse audiences (4 credits)	
Mathematics	2 years (20 credits) * Algebra 1 or Integrated Math 1 required	c. 3 years (30 credits) * Algebra 1 or Integrated Math I * Geometry or Integrated Math II * Algebra 2 or Integrated Math III	ENTREPRENEURIAL DEVELOPMENT: ☐ Authentic Problem Solving (4 credits) ☐ Financial Literacy (4 credits) ☐ Internship with	
Science	2 years (20 credits) * one year of biology with lab component; and one year of physical science with lab component	d. 2 years/3 years recommended (30 credits) * one year of biology with lab component; and one year of physical		

		science with lab component	community business (4 credits) ☐ Write a business plan (4 credits)	under his or her IEP, and has met the objectives of the statement of transition services.
World Language/CTE	1 year (10 credits) * <i>World Language</i> * <i>sequential course</i> <i>1A/1B</i> OR * <i>CTE</i>	e. 2 years/3 years recommended (30 credits) * <i>sequential course</i> <i>1A/1B</i>	ARTS: ☐ Artistic connections through cultural context (4 credits) ☐ Divergent thinking (4 credits) ☐ Self expression through variety of mediums (4 credits) ☐ Mathematical Engineering (4 credits) ☐ Geometric Reasoning (4 credits) ☐ Applied Digital Technologies (4 credits)	
Visual and Performing Arts/CTE	1 year (10 credits) * <i>visual or performing arts</i> * <i>sequential course</i> <i>1A/1B</i> * <i>CTE</i>	f. 1 years (10 credits) * <i>sequential course</i> <i>1A/1B</i>		
Electives	(60 credits) * Health (5 credits) <i>required in 9th</i> * Service Learning (5 credits) * Human Development (5 credits) * Senior Internship (10 credits) * Advisory (20 credits) * General Electives (15 credits)	(80 credits) g. College Approved Elective from a-f (10 credits) * Health (5 credits) <i>required in 9th</i> * Service Learning (5 credits) * Human Development (5 credits) * Senior Internship (10 credits) * Advisory (20 credits) * General Electives (25 credits)	DESIGN: ☐ Literary/Author Analyses (Poetry, non-fiction, fiction) (4 credits) ☐ Informative Text Application (4 credits) ☐ Data Interpretation Through Design Process (4 credits) ☐ Scientific Analyses/Investigation (Physical and Life) (4 credits) ☐ Scientific Experimentation (Physical and Life) (4 credits) ☐ Mathematical Reasoning and Application (4 credits) ☐ Innovative Prototyping (4 credits)	
	180 Credits required for graduation	230 Credits required <i>*11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)</i>	ADVISORY: ☐ Healthy Relationships (4 credits) ☐ Social Networking (4 credits) ☐ Goal setting and action steps (4 credits) ☐ Personal Accountability (4 credits) ☐ Reflection Process/Growth Mindset (4 credits) ☐ Self-Advocacy/Agency (4 credits) ☐ Personal Moral/ Value system (4 credits) ☐ Mindfulness (4 credits) ☐ Persistence (4 credits) ☐ Parenting Philosophy/Passion Project (4 credits)	

			☐ Senior Portfolio Defense (8 credits)	
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*Under Ed Code 51225.1, the following learners may be exempted from Empower Generations' graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements und EC 51225.1, school counselors will work with the learners who will ether choose to:

- Complete a 5th year at Empower Generations in order to meet diploma requirements, OR
- Complete the Empower Generations Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

Empower Generations shall ensure a learner who meets the criteria under EC 51225.1 shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating learner of a similar age would be eligible to participate.

CERTIFICATE OF COMPLETION (COC)

The COC option is available to learners who cannot complete the requirements for a regular high school diploma that Empower Generations offers. These learners are eligible for educational placement and services under their IEP. The COC option **does not** equal a regular high school diploma. The graduation option that the IEP team chooses shall be documented clearly as part of the Transition Plan, as well as marked on the IEP's offer of Free and Appropriate Public Education (FAPE)/Educational Settings page.

IEP teams can waive academic courses the learner attempted prior to being identified as progressing towards a COC. Conversely, while a learner is progressing towards a COC, IEP teams should convene to analyze factors preventing a learner from successfully completing a required academic course. The IEP team should evaluate if the IEP goals, services, and supports are reasonably calculated, and if the learner will receive further educational benefit through repeating a specific course. While learners may have access to the general education curriculum, most learners receiving a COC participate in California's Alternate Assessment testing system, which is documented on the IEP's Statewide Assessment page.

A learner with a disability who has satisfied the following three requirements, but who has not satisfied the requirements for a diploma, may receive a COC:

- Satisfactory completion of a prescribed alternative course of study as identified on the student's IEP; or
- Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team; or
- Satisfactory high school attendance, participation in the instruction prescribed in the

student's IEP, and achievement of the objectives stated in the transition plan.

Empower Generations shall ensure a learner with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating learner of a similar age without disabilities would be eligible to participate. In addition, Empower Generations shall ensure that the learner will continue to have access to special education and related supports and services until the learner meets Empower Generations' criteria to receive a high school diploma or until age 24.

Credit Recovery Opportunities

Empower Generations makes credit recovery options available for students in order to ensure that all students graduate on time having the opportunity to complete A-G and graduation requirements. Each student has an Individualized Learning Plan that is continuously reviewed with his/her guide. If a student is not making adequate progress, the guide will meet with the learner and counselor and discuss options outside of the typical individual learning plan, which already allows for credit recovery, such as summer school or additional online classes. Credit can also be earned through community college courses. A multitrack calendar will be explored to give learners who enroll at different points in the year more instructional days to complete the school year.

Variable Credits

Variable credits may be issued on a report card and transcript in the instance a learner does not complete the quantity of work (composed of course academic standards and competencies) necessary to earn full credit for the semester. A grade is given based on the quality of work completed and credits earned are calculated by the quantity or percentage of work completed. Additional credits may be earned in subsequent semesters, ensuring learners earn the appropriate credits for each course required for graduation.

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

Upon enrollment, staff works with individual students to create a learning plan to meet the requirements for graduation. This plan is monitored and updated during the school year. Guides and counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. The college and career-going culture encourages all students to complete the A-G requirements or a full CTE pathway for direct entry into chosen career or vocational school. Learners enrolled in a CTE pathway also receive a CTE specific graduation and career entry plan.

SCHOOL CALENDAR & INSTRUCTIONAL MINUTES

Empower Generations' school year, complying with the requirements set forth in CA Education Code, is 175 days long. Empower Generations may offer a multi-track year round calendar due to enrollment patterns of pregnant or parenting teens and disengaged youth. Empower Generations observes all federal holidays and will provide a winter break, spring break and other pupil-free days.

Empower Generations shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Empower Generations publishes copies of its Board approved school calendar and studio schedule once they are complete on its website. Empower Generations is exploring a multitrack calendar to best serve its target learner demographic.

Teacher Quality and Professional Development

Recruitment, hiring and retention of high quality teachers/guides

Empower Generations recognizes that high learner achievement depends on instructional capacity. The school uses multiple strategies to attract and keep qualified guides with subject area knowledge that is likely to support learner achievement and collaborative learning for all students. guide job descriptions list specific guide characteristics that best support learner achievement and individual needs of all learners at Empower Generations. The school also announces openings on education listservs and websites, and, if needed, contacts teacher education programs, place announcements in education publications, and so on.

Empower Generations uses a hiring process that reveals the alignment of candidates' educational philosophy and skills with the school's instructional approach. A paper screening will be the first step to check that candidates meet basic qualifications and for evidence of alignment with Empower Generations' approach. Ideal candidates will value an emphasis on the whole child in teaching, will commit to building relationships and will have interest and experience in guiding families in building a standards-based curriculum that engages learners in active, meaningful learning project-based learning. This may include familiarity with constructivist methods, project-based learning, personalized learning, homeschooling, development of real world skills and engaging students' interests. Ideal candidates will also have the organizational skills necessary to process the student contracts and paperwork, and the communication skills needed to work with the diverse needs of each family and learner. Teaching candidates will understand the bigger context of the school's progress in meeting the expectations of the California Accountability Model and School Dashboard growth goals as related to the California Assessment of Academic Performance and Progress (CAASPP). Candidates will participate in the "Star Search", a full-day hiring experience which includes; an orientation, an interview, demonstrated teaching skills through an in-class lesson, and a collaboration experience. This process includes parents, learners and guides in the hiring process with the School Director finalizing all hiring decisions.

Empower Generations attracts and retains guides by offering an appropriate compensation package and by creating an attractive work environment. This includes involving teachers in decision-making to a greater extent than is typical at non-charter public schools. They have opportunities to collaborate with colleagues and to participate in professional development that meets their needs.

Guide and Staff Professional Development and Collaboration for Ongoing Improvement

Empower Generations’ yearly schedule includes several days of pre-service professional development training and support. Empower Generations’ weekly schedule provides time for collaborative guide planning. guides share curriculum and exchange ideas about what is working and how to address challenges. Professional development is planned to meet guides’ needs, keeping in mind the ultimate goal of helping all learners to succeed. Guide collaboration and professional development begins each summer prior to the start of school and continues throughout the school year.

Empower Generations’ mission and vision involve sophisticated educational practices that take time to develop, as individual guides develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Guide in-services develop the understanding of the theory and practice of Empower Generations’ instructional and assessment approaches and covers such topics as standards-based curriculum development and lesson- planning; instructional methodology, such as project-based learning and inquiry-based teaching; and authentic assessment.

Professional development will include comprehensive two to three weeks of training prior to the start of the school year (new staff attend three weeks; returning staff attend two weeks), “early release” weekly for almost three hours of PD and collaborative planning, and four pupil-free PD days specified throughout the year devoted to review of student achievement data, guide growth, collaboration and professional development. Professional learning experiences will develop the understanding of the theory and practice of Empower Generations’ instructional approaches, as well as administrative policies and procedures and mandated teacher training.

Proposed Professional Development Plan 2021-2022	
Mandated Trainings <i>(August prior to school year commencement)</i>	Mandated Reporting Blood borne pathogens Sexual harassment Empower Generations policies and procedures (Health and Safety, attendance reporting, suspension/expulsion, etc.) CPR/First Aid Training

Data Analysis	Mid-Semester and Semester Grades Interim Progress Reports Report Cards Grade calibration Stakeholder survey results NWEA scores SBAC scores ELPAC scores Behavior data (referrals, analysis of student misbehaviors) SpEd students (Understanding and implementing accommodations) EL students (Understanding EL levels, reclassification criteria, and appropriate supports)
Classroom Management	Leader in Me character development Restorative Justice Circles Promoting Supportive Classroom communities Team building (staff) Love and Logic Trauma-Informed Practices
Instruction	CA CCSS/NGSS aligned curriculum planning, backwards design Buck Institute PBL GoogleDocs ILP design and tracking Effective instruction strategies and differentiation for ELs, SpEd and GATE students Online/blended learning programs Naviance (college/career lessons) Vertical alignment of curriculum by departments SST and IEP Processes and Compliance Issues EL Reclassification, LTELs

Empower Generations will continue to have guides begin with two weeks of professional development and planning at the beginning of August (prior to the start of the school year), with a new guide on-boarding process for an additional week (one week of “Camp Make” professional development). Summer PD includes team building programs, administrator-initiated activities, team and individual coaching and guide-initiated activities.

The calendar supports the needs of the academic plan as it provides guides with the training and collaboration time that is imperative to ensure effective implementation of a project-based learning instructional program.

This culture is collaborative in nature, encourages ongoing professional dialogue, and is a positive, fun environment. The Empower Generations professional culture begins with the initial professional development and is maintained throughout the year in Professional Learning

Communities (PLC). The agreements that are arrived at in these contexts will be implemented by each responsible member and supported by the School Director. Empower Generations' program utilizes practices outlined by Kim Farris-Berg's work on Teacher-Powered Schools that encourages teachers to make decisions that influence the success of a school, project, or professional.

Guides take an active role in policy, hiring, dismissal and other aspects of school leadership. Each guide is a member of a school team ensuring that the culture of collaboration not only exists amongst learners but also with staff. As a result of this positive professional culture, guides will be motivated to remain with the Empower Generations, ensuring teacher retention. Success of building a positive professional culture will be assessed through the use of annual surveys designed specifically for each stakeholder (teachers, staff, learners, and parents/guardians).

Meeting the Needs of All Students

Plan for Learners Who Are Academically Low Achieving

To directly support low achieving learners, Empower Generations believes that the guides, families, community partners and learner must collaborate to design the optimal individualized learning plan. The structure of Empower Generations' flexible learning environment will be set up to help academically low achieving learners succeed through the use of active learning methods that engage learners with different needs, small class size, supportive school structure, accessibility to guides for extra help when needed, and regularly scheduled times for the guide and family to meet and address individual learner needs. The learning experiences are completely personalized and will be monitored and adjusted, and learners will be given time and resources necessary to achieve the essential academic standards for each course. Additionally, guides participate in professional development on differentiation to address the learners' multiple learning styles and special needs, including those of low achievers, and use a curriculum planning process such as Wiggins and McTighe's Teaching for Understanding approach (which forms the Backwards Design process) to reach all the children in their classes. Empower Generations identifies learners who are performing below grade level through the results of the MAP and CAASPP Tests as well as school-wide benchmark assessments, and classroom assessments. Empower Generations makes guides aware that raising the academic achievement of these learners is both a moral imperative and a factor in the success of the school.

All learners will be assessed upon admission to Empower Generations for purposes of placement. guides are trained to use various educational resources as well as other internet resources to help with developing individualized learning plans. With the creation of the learner's learning plan, which includes the initial assessment and the learner's learning style and interests, the success rate for the low achiever will be greatly enhanced. The school believes that both the confidence and the motivation to learn begins by meeting the learner at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage the learner's full potential. Learners will be reassessed quarterly by the guides to document progress and make necessary changes to the learner's learning plan.

Instructional staff monitors progress of academically low achieving learners throughout the year

to ensure that they are on track for meeting growth goals. Services for academically low achieving learners begin with an assessment of each learner's abilities and needs. Individualized learning plans are updated as needed to address their specific needs. Empower Generations' core instructional approach in English Language Arts is highly differentiated and helps academically low performing students make the most progress through continuous use of activities and instructional materials at each learner's "just right" level of challenge. This highly personalized instruction reduces the role of supplemental interventions by serving each learner at his or her level. guides, trained assistants and volunteers may provide additional reading practice outside core classroom instruction to learners reading below grade level utilizing adaptive learning programs. Researched-validated programs have been documented to help millions of students become fluent readers and make solid gains in fluency, phonics, vocabulary, spelling, and assessment.

Instruction in math is delivered at the learner's instructional level. Though most learners make progress using the core mathematics instructional materials and strategies for differentiation, some learners may benefit from supplemental programs. Learners may also have the opportunity to use adaptive computerized learning software system in addition to regular content and instruction. Pre-Algebra and Consumer Math are offered to learners who need additional preparation for Algebra I.

Empower Generations implements a Multi-Tiered System of Support (MTSS) Model. MTSS aligns school-wide, data-driven systems of academic and behavioral support to more effectively meet the needs of Empower Generation's diverse learners in the most inclusive environment possible. MTSS is an integrated approach to service delivery that encompasses general and special education (Batsche, et al., 2006). MTSS is an individualized, comprehensive, learner centered assessment and intervention delivery system to identify and address learner academic and social, emotional, and behavioral challenges.

The cornerstone of the Empower Generations' MTSS model is the belief that all children and youth can learn in an equitable manner. The model is a three tiered approach to instruction and intervention that includes Core Universal Instruction and Supports, Targeted, Supplemental Interventions and Supports, and Individualized Interventions and Supports. The model embraces the creation of a culture and climate that provide high quality research-validated instruction and interventions that are matched to learner needs, that employ continuous progress monitoring, and that utilize team decisions to intentionally inform instruction. Parents/guardians are an essential component of the MTSS process. The model establishes procedures for informing and involving parents/guardians about interventions and frequent monitoring of student progress.

Tier 1: Core/Benchmark/Universal (Core+ Differentiation) **Instruction**

The general education guide uses research-validated core curriculum materials with differentiated instruction and universal access to address grade level standards in the areas of reading, writing, math, and English language development. The reading approach emphasizes all five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The

arithmetic approach incorporates the three components of math instruction: conceptual knowledge and number sense; problem solving and mathematical reasoning; basic computational and procedural skills. The school uses universal screening measures to provide a clear picture of student learning and to identify those who are not making academic or behavioral progress.

Universal Screening

Research by Fuchs and Fuchs (2005) defines universal screening as an assessment to be used with all students. Universal screening is a way to assess and diagnose students who appear to have reading problems based on guide observation, running records, benchmarks, CAASPP and other student data. The assessment should consider all students, including all student subgroups, unduplicated students, and students with exceptional needs. The assessment data should be used to determine differentiation and universal access activities in Tier 1. Further diagnostic assessments help the guide direct interventions to the specific needs of students in Tiers 2 and 3. Progress monitoring (Tiers 1, 2 and 3) helps determine if the academic or behavioral supports are producing desired results. The screening data are organized for review of individual and group performance on essential measures of instruction. The classroom wide behavior support model is based on the school's overall research based model of positive behavior support. All strategies are implemented with fidelity and are preventive and proactive.

The guide uses data collection and analysis tools for progress monitoring. Data is collected during key points in the curriculum and may include benchmark assessments, theme/quarter tests, statewide standardized achievement tests, behavior data, etc., on all children. The guide uses the data to gauge the effectiveness of the instruction, to plan re-teaching, and to consider instructional methodology and research based strategies.

Underperforming students are monitored closely with more intentional analysis of ongoing systematic progress monitoring for a specified period of time (six to eight weeks is recommended). Some learners may be identified as needing additional instruction. This process of monitoring is used as formative feedback to constantly observe, assess and differentiate learning based on learners' individual needs.

Collaboration And Progress Monitoring

The MTSS framework supports a collaborative process whereby educators meet to discuss learner data and the integrity and fidelity of research based instructional strategies. guides bring the names of learners who are performing below grade level standards to the Student Success Team. The guide summarizes the area(s) of academic and/or behavioral concern, frequency of strategies attempted, student strengths and assets, and other information on the Initial Student Referral. The FIT decides either to make additional recommendations for Tier 1 strategies or to develop a plan for Tier 2 interventions.

Through collaboration between the faculty, parents and school leaders, Empower Generations works to identify any learners who do not currently have an IEP but may be in need of pre-referral interventions. The Student Success Team will review all referred learners as well as learner data across subgroups, classrooms and more.

Empower Generations shall have the responsibility to identify, refer, and work cooperatively in locating school learners who have or may have exceptional needs that qualify them to receive special education services. Empower Generations will implement procedures to ensure; timely identification, referral, modification, accommodations, considerations of language proficiency, progress monitoring, special educational assessment and services for learners who have, or may have, such exceptional needs. A learner shall be referred for special education only after the resources of the regular education program have been considered and strategic researched-validated interventions are appropriately implemented.

Student Success Team

Empower Generations also incorporates a “Student Success Team” (SST) model to strategize ways to meet learners’ needs within the regular instructional setting. Learners who are not demonstrating success in academic classes are referred to the SST process. The team typically consists of the learner’s guide(s), a school administrator, the learner’s parent/guardian (if possible), a member of student support, and others. As a part of the parent/school agreement, learners identified as “at risk” in one or more subject areas are encouraged to seek and participate in academic support. Learners in need of additional support are identified using multiple assessments such as Fountas and Pinnell, Words Their Way, Quick Phonics Screener, MAP testing, math assessments, portfolios, benchmarks, and state tests scores. Any targeted learner is put on a progress monitoring plan. Parents receive frequent and specific feedback on their learner’s progress. The SST may also include the site administrator, psychologist, and education specialists. Occupational therapists, speech-language pathologists, school nurses, and other staff may participate in the SST as appropriate. If a learner is being considered for referral for a learning disability assessment, the SST must be expanded to include a special education team member.

Tier 2: Strategic/Targeted/Selective (In Addition to Tier 1)

At a Tier 2 level, supplemental instruction is provided to learners who exhibit limited response to the targeted instruction provided through Tier 1 strategies (Batsche et al., 2006). Tier 2 is provided in addition to Tier 1 strategies and can be delivered through an individualized Problem-Solving Approach (Bergan, 1997) and/or through a Standard Protocol Model/Standard Treatment Protocol (Deno & Mirkin, 1997). Research suggests a merger of the two approaches at Tier 2 is most effective (Batsche et al., 2006).

- A Problem Solving Approach allows the SST to design individualized interventions to address the specific academic or behavioral needs of each learner.
- A Standard Treatment Protocol Approach uses research based practices to provide operationalized, highly structured and systematic interventions with cut points, and includes participating learners who have similar needs.

The SST, including the guide, determines which specific curricular strands or behaviors to address. Baseline and methods for measuring progress are established using data provided by the guide, parent and multiple sources for generating student demographic data. The team recommends interventions to be provided on the Intervention Plan.

Intervention is typically provided by general education guides or trained care team interventions supplement and enhance the research based core curriculum, provided on a daily basis for a period of six to eight weeks. Academic groups are made up of learners who share similar instructional and skill needs. When working with English Learners, the SST must consider the learner's level of English language proficiency.

For learners exhibiting behavioral concerns, the team may recommend completion of Behavior Analysis Worksheet prior to recommending a Behavior Intervention Plan. A Behavior Intervention Plan may be implemented with data collected on an ongoing basis. Further evaluation assessments such as Functional Behavior Assessment with parent's approval are also explored in terms of creating plans for a learner's success.

Determining Long Range Goal (LRG)

The long range goal (LRG) defines the achievement level the team expects the learner to reach at the end of the intervention period (usually six to eight weeks). The team establishes the LRG for expected learner progress. The aimline is the line that connects the baseline and the LRG. The intervention staff plots the baseline and aimline. Additionally, the team collects data on a frequent basis to monitor the learner's response to ongoing intervention. After a period of intervention, the team may establish a new LRG based on learner performance for a subsequent intervention cycle.

Determining Effectiveness of Intervention

The SST documents the interventions used and their level of effectiveness on the Intervention Report.

- If the LRG is achieved, then the team decides to continue to offer another round of Tier 2 interventions or reintroduce Tier 1 strategies. (A new Intervention Plan is developed and a new baseline and LRG are plotted.)
- If the LRG is not achieved, then the team may decide to offer another round of Tier 2 interventions or refer to Tier 3 for further assessments.

Tier 3: Intensive/Indicated (Core Plus Differentiation or Intensive Intervention Program/Curriculum)

The SST establishes a new LRG and plans interventions. Intervention Plan is used to document interventions and their effectiveness.

In Tier 3, the general education guide(s), special education specialist, speech-language pathologist, school nurse, school psychologist or other itinerant service providers may use a specially designed, researched-validated intervention program. The intervention is implemented with fidelity. Tier 3 represents an increase of intensity in terms of frequency, duration, and/or decrease in learner-guide ratio.

Continuous Progress Monitoring

Progress is monitored on a continuous (at least weekly) basis and collected for presentation to the

SST at scheduled intervals. The team decides if the learner is making adequate progress toward the LRG (as defined above). Research suggests approximately 5% of the student population should achieve proficiency in Tier 3. Determining Effectiveness of Intervention, the SST documents the interventions and effectiveness on the Intervention Report.

- If the LRG is achieved, then the team may decide to either offer another round of Tier 3 interventions or refer back to Tiers 2 or 1.
- If the LRG is not achieved, then the team may decide to offer another round of Tier 3 interventions or initiate a referral for a learning disability assessment. If special education is being considered, the expanded SST team must include appropriate representation from special education.
- If the area of concern is reading, one or more of the five elements of reading—phonemic awareness, phonics, fluency, vocabulary, comprehension—are emphasized in a small group setting, usually consisting of one to three learners with similar skill needs with frequency level ranging from 3 to 5 days weekly for a consistent period of time. Math or writing may be addressed with similar intensity.
- If the area of concern is behavior, a behavioral assessment may be conducted in order to develop a more comprehensive intervention plan. Data collection on both the occurrence of the undesired behavior and the socially appropriate replacement behavior may be beneficial information for development of the intervention plan. Multiply tiered leveled intervention program such as; school based counseling and/or community based therapeutic services.

MTSS, Section 504 and Special Education

The Empower Generations MTSS Model is designed to be an intentional, thoughtful, and effective tiered intervention framework to address academic, social, emotional, and behavioral concerns for all learners. This model may also be used to establish a pattern of strengths and weaknesses and to document interventions for learners who are being assessed for eligibility of Specific Learning Disability (SLD). This model may also be used for documenting pre-referral interventions for learners who may be referred for suspected Other Health Impairment (e.g., Attention Deficit Disorder and Tourette Syndrome); Emotional Disturbance; Autism (e.g., Asperger's or High Functioning Autism); Speech-Language Impairments (Language or speech disorders); Intellectual Disability (ID); or Physical Disabilities and Section 504 eligibility.

A variety of intervention programs and strategies are employed to foster success for a learner in the MTSS process. Below is a list of interventions, which is by no means exhaustive.

- After school intervention classes
- Mentoring and tutoring program
- Parent Intervention Tutor Crew to provide one to one and small group intervention support
- Small group instruction and one to one support from the guide

- Instructional software program and online resource sites for use at school and home
- “Parent University” classes to train parents in how to help their struggling learner in both English and Spanish
- In-class instructional strategies such as visual aids, guided reading, textbooks on tape and a variety of other methods
- List of resources for tutoring services and local tutor programs in the community

Plan for Students Who Are Academically High Achieving

Empower Generations is also a welcome environment for high achieving students. At Empower Generations, learners are not constrained by grade level. Learners are encouraged to reach beyond the grade- appropriate state standards to pursue their own interests and learn at their own pace. Empower Generations’ approach of self-directed, hands-on, project-based workshops, allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities, talents with a rigorous and engaging curriculum. It also allows learners to graduate early should they desire or participate in dual enrollment at a local community college.

The process for identifying learners who are academically high achieving is similar to the process for identifying academically low-performing students, using the results of the state CAASPP assessments, Measures of Academic Progress (MAP) and regular benchmark formative and informative assessments as well as project-based generated portfolios of learners. Modifications for academically high achieving learners begins with collection and analysis of various assessments in determining abilities, talents and needs. Individualized learning plans will be updated as needed to address their specific needs. Depending on identified needs, learners will receive one or more of the following interventions: workshops, online course work, differentiated instruction, learning activities above grade level, mentoring, peer tutoring, dual enrollment, additional WIOA internship opportunities, etc.

Plan for English Language Learners

Empower Generations offers a rigorous, data-driven, and research-based program to all English Learners aligned to the Four Principles of the California English Learner Roadmap.

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions That Support Effectiveness
- Alignment and Articulation Within and Across Systems

The ultimate goal is for all English Learners to have equitable access to curriculum and define their own success.

Empower Generations is committed to meeting the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. Empower Generations guides, staff and school leaders communicate to parents in their primary language as needed. Empower Generations will continue to provide ELD to English Learners across all subjects. Empower Generations guides use the California English Language Development Standards in tandem with

the California Common Core State Standards for ELA/Literacy and other content standards, as well as implement SIOP methods and SDAIE strategies, to ensure learners strengthen their abilities to use English as they simultaneously learn content.

Identification of English Learners

Empower Generations' English Learner program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials, curriculum and supports in order to demonstrate grade-level California Common Core State Standards mastery and English language proficiency in the areas of listening, speaking, reading, and writing.

In order to identify English Learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment. Learners whose primary language is not English will be assessed using the English Language Proficiency Assessments for California (ELPAC) assessment aligned to the California English Language Development Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC initial assessment will take place within 30 calendar days of the student's enrollment or, if administered prior to the learner's enrollment, up to 60 calendar days prior to enrollment but not before July 1 of the school year of initial enrollment.

The School Director or designee will assess English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the assessment with the accommodations listed in the Education Code if they are specified in the learner's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the learner's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of reports from the state.

Learners will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

3	English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Parents are notified of their child's ELPAC scores each year via email, a letter sent home with their child, or a letter mailed to their residence. The same process occurs when a learner is being considered for Reclassification and again when they are officially reclassified. Annual assessments for learners already identified as EL are administered within the Annual Assessment window.

Educational Program for English Language Acquisition

In addition to the major program design features at Empower Generations that support learners who are ELs (hands-on learning, multi-age grouping, differentiated instruction, etc.), guides at Empower Generations employ the Sheltered Instruction Observation Protocol (SIOP) model and Specially Designed Academic Instruction in English (SDAIE) strategies in their classrooms. SIOP and SDAIE include a variety of specific learning and teaching strategies to shelter instruction towards language acquisition and help take learners into, through and beyond the topics covered. guides will engage in the following practices, among others, to support universal access of subject matter content for all learners.

- During lesson planning and preparation, guides identify lesson objectives aligned with state and local standards.
- Guides link new content to learners' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

- Guides use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Guides provide learners with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Guides provide learners with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Guides provide learners with regular opportunities to use new language skills in context.
- Guides pace lessons appropriately to allow for the participation and active engagement of all learners.
- Guides utilize language-based as well as content-based assessments.

Additional research-based strategies that are utilized with English Learners are highlighted below:

- A. Learner Engagement: Empower Generations will continue to work toward achievement of high levels of learner engagement. Learners are engaged in learning when they have goals for schooling. They participate and ask questions. They actively incorporate new information with prior knowledge. They are held accountable by staff and peers, as well as themselves, for learning.
- B. High Quality, Learner-to-Learner Interaction: A critical element of language development is providing time and space for learners to use language in writing, reading, listening, and speaking. Empower Generations will continue to provide opportunities throughout each project for learners to collaborate, discuss ideas and process information. guides spend time explicitly teaching “partner talk”: what it looks like, sounds like and feels like.
- C. Non-Linguistic Representation: Nonlinguistic representations help English Learners associate meaning with academic language through sensory and mental images. They include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. The purpose of non-linguistic representation is to enhance learners’ abilities to use mental images to represent and elaborate on knowledge.
- D. Informal Assessment and Immediate Feedback: English Learners require immediate, realistic feedback in order to know how they are doing in the

classroom. When provided feedback, learners are given information about how well they are doing relative to a particular learning goal so that they can improve their performance. Informal assessment and feedback support learners in self-assessing their understanding. It also informs instruction so that the guide can adjust “on the spot” as necessary. Practices that informally assess learners and provide feedback on their understanding include, but are not limited to:

- Allowing learners to self-assess: thumbs check, first of five
- Using Project Rubrics to assess academic and presentation skills
- Posing questions that require answers in visual form: thumbs up/down, hold up fingers to represent an answer choice
- Completing work on whiteboards and showing answer
- Using exit slips at the end of the workshops to check if learners have mastered the objective and share results with learners the next day
- Checking in with learners during individual and collaborative work
- Assigning a “temperature monitor” who frequently informs the guide of group concerns, needs, level of understanding, etc.
- Redirecting learners to follow the procedure and ask their peers for help first

E. Systematic ELD Instruction and Programming: In addition to integrating SIOP, SDAIE and EL strategies throughout the curriculum, Empower Generations is devoted to providing designated ELD instruction for English language learners. Learners are taught at their assessed ELD proficiency level during the academic session. In addition, guides ensure that ELD lessons include:

- A clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose
- Language patterns and vocabulary
- Structured language practice
- Engaging topics and instructional practices

Learners at ELD levels 1-3 are taught using Structured English Immersion to support them as they develop greater proficiency in English while still providing them access to the core grade-level curriculum. The core subjects are differentiated and scaffolded according to the learners' linguistic needs. Learners at ELD levels 3-4, as well as recently reclassified learners, are taught through the Mainstream English Instructional Program designed to increase their social and academic English fluency to approach that of native English-speaking peers. However, when needed, instruction for EL learners in a Mainstream English Instructional Program is still differentiated and scaffolded in order to ensure full access to the core curriculum. Interventions are provided to support these learners in the mastery of content. In order to ensure adequate progress toward English fluency as well as content mastery, guides, the EL Coordinator, and school leaders will monitor the growth of EL learners, monitoring and evaluating the success of the individual interventions, making adjustments as needed.

How The Program Will Meet ELD Standards And Use The Results Of The ELPAC

Empower Generations bases its English Learner support program on the California ELD Standards. As guided by the California English Learner Roadmap and ELD Standards, Empower Generations guides provide instruction grounded in the best available research on supporting ELs in the learning environment. Learners are expected to advance in their ELPAC Proficiency Levels, annually. An EL Coordinator will partner with the guides to include ELD goals on learners' individual plans. guides will monitor learner progress toward language goals.

If learners are not making sufficient academic progress as indicated through ELPAC data, the EL program will be modified as needed.

Empower Generations ensures that guides are qualified and supported to meet the needs of English Learners. Minimum qualifications for guides include graduation from an accredited four-year university, possession of/in the process of receiving a California teaching credential, as well as undergoing an interview process, which may include a teaching demonstration. Additionally, the school places priority on guides that have CLAD/BCLAD or ELD endorsement, and places a priority on hiring guide(s) that speak Spanish and English and can provide strong instruction for English Learners. Empower Generations also supports guides by providing professional development on SIOP, SDAIE, language development, progress monitoring, and assessment of ELs. Empower Generations complies with all applicable laws regarding teacher credentialing, including Education Code section 47605(l), as amended from time to time.

Services and Supports For English Learners, Including Instructional Strategies and Intervention

Guides have access to ELD assessment results to inform program placement, reclassification, and instruction. Empower Generations uses assessment interpretation resources to help guides and administrators use learner results to inform English learners and their parents or guardians about learner progress.

Empower Generations provides quality professional learning opportunities for all its educators to ensure that every English Learner has access to guides who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards.

Professional development focuses on enhancing the guide's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the California ELD Standards. All guides authorized to teach English Learners receive training in the effective implementation of techniques such as SIOP, SDAIE, and scaffolding. Some examples of strategies used are front-loading content, realia, visuals, graphic organizers, and cooperative learning when applicable.

Process for Annual Evaluation of The School's English Learner Program

Guides are expected to regularly evaluate learner progress by reviewing EL data from formative and summative assessments. Guides use the results of this data to change their instructional practices to better serve each learner. In order to document progress, all guides will receive an ELD folder for each of their EL learners that is used to monitor individual progress at their targeted ELD level. Guides use these folders to collect learner work samples and check for mastery towards each ELD standards.

Process and Specific Criteria for Reclassification

EL learner classification uses the ELPAC four Performance Level Descriptors (Levels 1-4).

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding - low
	Expanding - mid
Level 3	Expanding - upper
	Bridge - low
Level 4	Bridge - upper

The three proficiency levels below represent the stages of English language development, describing expectations for how well learners can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.

- A. **Emerging:** Learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- B. **Expanding:** Learners at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- C. **Bridging:** Learners at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Guides will continue to monitor the progress and performance of each learner identified as an English Learner with the goal of helping these learners reclassify to Redesignated Fluent English Proficient (RFEP) status. Once Empower Generations receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each learner within 30 days of receiving the scores. The re-designation criteria are as follows:

- ELPAC scores: Overall Performance Level 4
- NWEA Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- 7-12 (A or B) in ELA
- Guide recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that learners and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the guides and School Director, working with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Learners

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors learner performance on assignments, benchmark and common assessments and standardized testing. Learners scoring at the lowest levels of the ELPAC will be provided supplemental English instruction, focusing on skills, vocabulary and information that support English language acquisition. The goal is to accelerate all areas of their English language

acquisition.

Learners are monitored in conjunction with the following California ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe learner knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide Empower Generations's Language Assessment Team (LAT) as they determine a need for more targeted instruction in English language development as well as differentiated instruction in academic content areas.

Empower Generations believes that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the learner's English language proficiency level.

English learners will continue to be re-evaluated annually by the LAT using the ELPAC assessment until such time as they have demonstrated that they have continued to adequately master academic content over time. The LAT meets to discuss the progress of English learners toward mastery of the California ELD standards. They continue to monitor learners who are re-designated as RFEP during a period of two years.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, Empower Generations's EL Coordinator and classroom guides collaborate to identify the reasons why a learner has not acquired English at a rate of one level to the next annually (i.e. ELD 1 to ELD 2) and determine the best support system for that learner. Learners are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Socioeconomically Disadvantaged Learners

Empower Generations identifies SED learners based on information provided at the time of enrollment. Like all other subgroups, school leaders and faculty monitor the progress of SED students throughout the year by disaggregating test and other assessment data. In addition to a learner-centered, data-driven and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support SED learners and families.

Empower Generations recognizes that learners may face tremendous challenges outside of the school day, and therefore social-emotional needs often supersede academic interventions. The SST (Student Success Team) process may be initiated if issues are identified that negatively impact a learner's progress. Concerns about safety, nutrition, wellness, or housing may be addressed through the SST process and/or referrals and follow-ups with local agencies.

Guides and staff receive training on recognizing symptoms and behaviors indicative of a child's

need for additional support, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. The Student Success Team will be responsible for identifying learners and families who might need additional resources or support, including referrals to community service organizations.

On campus meals as part of the National School Lunch Program and a Friday Healthy Cooking with Simple Tools workshop allow learners to access nutritious breakfast and lunch options on campus. Partnerships with WIC for pregnant and parenting learners also provide nutrition education and counseling and additional food funds and breastfeeding and formula support. Empower Generations also maintains two hospital grade breast pumps and a lactation area on campus for nursing mothers to support and encourage increased breastfeeding rates in teen parents, which are historically low.

MOUs and referral programs with local community organizations also provide wrap-around services for socioeconomically disadvantaged youth. Current partnerships include:

- Antelope Valley Partners for Health
- Antelope Valley Breastfeeding Coalition
- Kaiser Pregnant Minor Support Group
- Women, Infants, and Children (WIC)
- Penny Lane
- Department of Mental Health
- Department of Public Health
- El Nido Family Services
- SCV Birth Center
- Antelope Valley Birth Center
- Care Net Baby Shower
- First Five
- Antelope Valley Transit Authority

Empower Generations will have an exclusive WIOA partnership present working alongside Empower Generations staff. The Workforce Innovation and Opportunity Act makes it explicit that low-income individuals and those with barriers to employment are a priority to serve. This strong focus on work experience and linking services to the attainment of occupational credentials and entry into postsecondary education or employment allows socioeconomically disadvantaged youth to meet their goals.

Counselors and advisors provide comprehensive information to all learners and their families about A-G requirements, financial aid, college application processes, SAT and ACT test prep, and career exploration. Learners who will be the first in their families to attend college receive extra support as they navigate the complex college application process.

Plan for Serving Students with Disabilities

Overview

Empower Generations understands that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure

that all of its students have access to a free and appropriate public education (FAPE). Empower Generations complies with all applicable state and federal laws in serving learners with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), the Individuals with Disabilities in Education Improvement Act (“IDEA”) and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”). Furthermore, Empower Generations complies with all California laws pertaining to special education students. To the maximum extent appropriate, all learners with disabilities are fully integrated into the programs of Empower Generations, with the necessary materials, services, and equipment to support their learning. The school ensures that any learner with a disability attending Empower Generations is properly identified, assessed and provided with necessary services and supports. Empower Generations shall be solely responsible for its compliance with Section 504 and the IDEA.

Empower Generations is a current member of the El Dorado Charter SELPA, in conformity with Education Code Section 47641(a).

Empower Generations complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

Empower Generations is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Empower Generations are accessible for all students with disabilities.

Guides at Empower Generations implement a wide range of accommodations for learners with disabilities. All guides receive ongoing professional development regarding special education policies, strategies for working with disabled learners, and practices that support learners with diverse learning styles and abilities. Among the topics that will be discussed during professional development sessions will be:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a guide or parent suspects a child may be learning disabled

All instructional staff, as well as other appropriate staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by Empower Generations or the El Dorado Charter SELPA.

All learners with disabilities are integrated into the programs of Empower Generations to the maximum extent practicable and placed in the least restrictive environment appropriate for their needs, with the necessary materials, services, and equipment to support their learning. Empower Generations meets all the requirements within a learner’s Individualized Education Program (“IEP”). Empower Generations will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Modified Inclusion Model

Empower Generations provides a continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the SELPA. The school provides special education services within a modified inclusion model, for students with exceptional needs for whom Empower Generations's distinctive educational program is determined as the least restrictive environment. Appropriate designated instructional services and related services are provided, consistent with the student's IEP.

Empower Generations believes that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. Empower Generations's Education Specialists work in a collaborative model with all guides and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student's IEP. Empower Generations staff monitors student progress toward the goals specified in the IEP and the IEP team formally reviews goals and progress towards goals on an annual and triennial basis.

Child Find

Empower Generations participates in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school participates in the "child find" systems of the SELPA. These systems will include various policies and practices, including, but not limited to the following:

- Post matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs
- Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to serve students who may have exceptional needs
- Review of student assessment data, including but not limited to state mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

Development, Implementation, And Review Of IEP

Empower Generations, in collaboration with the El Dorado Charter SELPA pursuant to its policies, ensures that all aspects of the IEP and school site implementation are maintained. Every learner who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Empower Generations determines what assessments, if any, are necessary

and arrange for such assessments for referred or eligible students in accordance with applicable law. Empower Generations obtains parent/guardian consent to assess the learner.

The referral process is a formal, ongoing review of information related to learners who are suspected of having special needs and show potential signs of needing special education and related services. Empower Generations' primary internal method for referral for assessment is the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent is advised by the school to notify the school in writing in order to arrange for possible testing and evaluation (parents who make the request orally will be provided assistance, if needed, in making a written request). Parent notification and request for special education testing and evaluation triggers legal timelines, and Empower Generations follows all legal mandates for a timely response.

After a learner is referred for assessment of a learning disability, Empower Generations provides the learner's parent or guardian with a proposed assessment plan within 15 days of the referral. The case manager will inform parents that special education and related services are provided at no cost to them. Empower Generations obtains informed consent from the parent/guardian before conducting the assessment. Once consent is given by the parents, all mutually agreed assessment(s) will be completed within the legal 60-day timeline.

The case manager is responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the learner's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A guide or Empower Generations staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by Empower Generations, in collaboration with any hired service providers, and will generally be performed by a qualified school psychologist, education specialist and a nurse if applicable. Those assessments could include, but are not limited to:

- Individual academic testing
- Guide observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with SELPA policies and procedures, Empower Generations follows the below assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern, and Empower Generations will revise these guidelines accordingly:

- Parents or guardians of any learner referred for assessment must give their written consent for the school to administer the assessment;

- The learner must be evaluated in all areas related to his/her suspected disability;
- A professional with knowledge of the suspected disability will conduct the assessment.
- Multiple assessments will be delivered by qualified professionals to measure the learner's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
- Assessments will be adapted as necessary for learners with impaired sensory, physical or speaking skills; and a multidisciplinary team will be assembled to assess the learner.

Once the assessment is completed, Empower Generations holds a meeting to review the results of the assessment and determine whether the learner qualifies for special education. This meeting is the initial IEP meeting described in detail below, and Empower Generations will give the learner's parent/guardian the opportunity to participate. Empower Generations is responsible for scheduling, coordinating and facilitating the IEP meeting with all team members to include the parent as an essential team member.

If a learner enrolls at Empower Generations with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the learner's present levels of performance and needs, and offer appropriate placement and services within our full inclusion program. Prior to such meeting and pending agreement on a new IEP, if needed, Empower Generations shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian.

Each learner with an IEP has an IEP team that oversees the IEP Development, implementation and progress of the learner. All decisions concerning the learner's special education program are made by the IEP team. The IEP team at Empower Generations consists of the following individuals:

- School Director or designee
- The parent or guardian of the learner for whom the IEP was developed;
- The learner, if appropriate
- At least one core classroom guide who is familiar with the curriculum or progress appropriate to that learner
- The specialists providing special education services to the learner
- If the learner was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the learner may be invited as needed. Empower Generations views the parent/family as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. If the parent(s) cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with the law and SELPA policies, as applicable.

Upon the parent or guardian's written consent, Empower Generations will implement the IEP, in cooperation with the SELPA. The IEP will include all required components and be written on SELPA approved forms. The elements of the IEP will include:

- Assessments used to determine present levels, identify needs, and developmental goals and objectives
- A statement of the learner's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the learner will receive and the means for delivering those services;
- A description of when services will begin, how often the learner will receive them, who will provide them, and where they will be delivered
- Measurable annual goals/objectives focusing on the learner's current level of performance
- A description of how the learner's progress will be measured and monitored
- An explanation of the extent, if any, to which the learner will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the learner on state and district assessments
- Transition goals for work-related skills, if applicable
- A description of the means by which the IEP will be provided under "emergency conditions" in which instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days.

IEP meetings will be held according to the following schedule:

- Yearly to review the learner's progress and make any necessary changes

- Every three years to review the results of a mandatory comprehensive reevaluation of the learner's progress
- After the learner has received a formal assessment or reassessment
- When a parent or guide feels that the learner has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- When a special education learner has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a learner with an IEP, to determine if the learner's misconduct was a manifestation of his/her disability
- If the parent/guardian, an Empower Generations staff member, the SELPA, hired service providers, or the learner has communicated a concern about the learner's progress

The IEP team will formally review each learner's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the learner is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the learner's progress.

If a parent or faculty member feels the learner's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school will encourage open communication between the parents and the SELPA for any items related to the special education services. Learners at Empower Generations who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

Parents will be informed approximately three times a year of the learner's progress toward meeting annual goals and whether the learner is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the learner's progress toward achieving the annual goal is measured, the learner's progress during the relevant period, the extent to which it is anticipated the learner will achieve the annual goal prior to the next annual review, and where needed, the reasons the learner did not meet the goal.

Empower Generations provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education guide. Learners at the school who have IEPs will be served in the Least Restrictive Environment

("LRE"). However, should a learner's IEP team determine that the learner requires an alternative placement, the school works with the learners' home district to ensure an appropriate placement and services.

Special Education Strategies For Instruction And Services

As detailed throughout this petition, Empower Generations employs a highly individualized model of instruction for all learners, which benefits all learners with learning challenges. Empower Generations utilizes a Multi-Tiered System of Success (MTSS) model and will also comply with the federal mandate of the "LRE". Empower Generations will mainstream all of its learners as much as is appropriate according to each individual IEP. Each learner's IEP will require different kinds of modifications for instruction and services, therefore, the educational strategies of the IEP will be built around the learner's needs and how these fit within the general educational program of the school.

Empower Generations provides several programs for learners with special needs, whereby the academic program is structured in one or several of the following ways: Education Specialist may provide support services in the classroom or in a small group, an on-site Education Specialist coordinates programs and services for students who are fully included in regular education classroom, or a Modified Inclusion model, where classes have learners with identified special needs, a regular education guide, and a special education paraprofessional. An on-site education specialist collaborates with regular education guides and oversees implementation of each learner's IEP.

Empower Generations may also contract with outside special education service providers depending on operational needs or specific requirements of the learners' IEPs. Some of the potential contracted services may include, but are not limited to nurses, speech language pathologists, school psychologists, Adaptive Physical Education guide (APE), autism behavioral or occupational therapists, visually impaired and orientation mobility, deaf and hearing impaired and counselors. Empower Generations will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

Empower Generations will retain the option, based on operational evaluation and program needs, to employ a high quality Special Education service provider who can coordinate and facilitate some or all of the special education related services and instruction for our learners. These types of special education service providers could provide Empower Generations with the following staff (this list is not meant to be exhaustive):

- Credentialed special education guides/Resource specialists/Education specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech language pathologists
- Visually Impaired Provider

- Orientation and Mobility Provider
- Deaf and Hard of Hearing
- School nurses
- Interpreters for students who are deaf or hard of hearing

Reporting

Empower Generations, in collaboration with the SELPA and the Empower Generations service providers, collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school age learners with disabilities being provided special education services by age, grade, category of disability and the number of learners with disabilities who are English Learners;
- The number of learners provided with test modifications and the types and the number of learners exempted from assessments;
- The settings in which learners with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of learners with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Empower Generations of learners with disabilities (i.e., attainment of diploma and type, moved, change of eligibility, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of the case manager (or his/her designee), who will ensure that a central file with all special education evaluation material and IEPs is properly maintained.

Records are maintained locked and confidential, in accordance with IDEA guidelines. The case manager for each learner oversees access to these records and is responsible for ensuring that all providers responsible for the implementation of a learner's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-Public Placements/Non-Public Agencies

Empower Generations shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children have access to Empower Generations and no learner shall be denied admission nor counseled out of Empower Generations due to the nature, extent, or severity of his/her disability or due to the learner's request for, or actual need for special education services.

Due Process And Procedural Safeguards

Parents or guardians of learners with IEPs at Empower Generations need to give written consent for the evaluation and placement of their child, which is included in the decision-making process when change in placement is under consideration, and are invited, along with guides, to all conferences and meetings to develop their child's IEP. If a learner with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP team will meet to determine whether the student's misconduct was a manifestation of his or her disability. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Empower Generations will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent/guardian files a request for a due process hearing or request for mediation, Empower Generations shall defend the case. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 Of The Rehabilitation Act

Empower Generations recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Empower Generations. Any learner, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the School Director and shall include the School Director (or his/her designee), parent/guardian, the student if appropriate, a qualified faculty member, and other qualified persons knowledgeable about the learner, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the learner's existing records including academic, social and behavioral and pertinent health records shared by parents. The 504 team is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the learner has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The learner evaluation shall be carried out by the 504 team who will evaluate the nature of the learner's disability and the impact upon the learner's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that when a test is administered to a learner with impaired sensory, manual or speaking skills, the test results accurately reflect the learner's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the learner's impaired sensory, manual or speaking skills

The final determination of whether the learner will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the learner in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the learner for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, guides and any other participants in the learner's education, including substitutes and tutors, must have a copy of each learner's 504 Plan. An administrator will ensure that guides include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long term substitutes. A copy of the 504 Plan shall be maintained in the learner's file. Each learner's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), attached as Appendix C is Empower Generations's 2019-20 LCAP, which identifies the school's annual goals for all learners and for each subgroup of learners, to be achieved in the state priorities that apply for the grade levels served by Empower Generations, and specific annual actions to achieve those goals. Empower Generations annually updates its goals and annual actions using the LCAP template adopted by the State Board of Education. Empower Generations complies with all requirements of Education Code section 47606.5, including, but not limited to, the requirement to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, and to

consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP and annual update.

ELEMENT B (2): MEASURABLE PUPIL OUTCOMES AND ASSESSMENTS

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision*

(a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school. Education Code Section 47605(c)(5)(B)

Measurable Pupil Outcomes: Alignment with the Eight State Priorities

The Local Control Accountability Plan (LCAP, attached as Appendix C includes the measurable pupil outcomes used by Empower Generations, in accordance with Education Code sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), and which are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school wide and for all pupil subgroups served by the Empower Generations, as that term is defined in Education Code section 52052(a). The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card as a DASS school as well as numerous assessments that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement. The learning team including the parents, learner and guide analyze formative and summative assessment data quarterly to identify learner strengths and weaknesses within each content area, and put into place corrective plans to fill any gaps, adjusting curriculum and instructional strategies accordingly. The learning team monitors progress toward identified learner outcomes on an ongoing basis, analyzing learner performance data before and frequently throughout each school year to adjust learning plans according to learner needs. Empower Generations is accountable to stakeholders by providing them with transparent information on learner achievement; parent, learner and guide program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. Empower Generations shares accountability information with the school community, the larger community and charter The school’s board and staff analyze the information gathered to make data-driven programmatic, governance and staffing decisions. Report cards will be issued at least twice a year and will include detailed narratives of progress.

Empower Generations has set rigorous, relevant and attainable academic, social, and ethical expectations that directly aligns with our mission and vision, for its learners, and will continue to pursue the following standards-based student outcomes:

- Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders.
- Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.
- Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in Empower Generations Charter.

Empower Generations is committed to ensuring that all learners demonstrate growth in: mastery of common core standards through Project Based Learning, and social emotional development through 21st century skills. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school's unique educational program. These outcomes represent the skills, knowledge, and qualities that form the building blocks for competent, self-motivated, "lifelong learning."

To ensure that Empower Generations' primary goal of increased academic growth and achievement for all learners is met, learner achievement data obtained from both state assessments and local standardized assessments will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities etc.).

Charter Renewal Criteria

Empower Generations renewal criteria as a DASS school states under Ed. Code Section 47607(c)(7): (7) Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served, this is especially important for the population Empower Generations serves.. The data below outlines in detail both the performance on both state and local indicators as well as alternative metrics that show growth made over the last several years.

The below state and local indicators and alternative measures show increases in pupil academic achievement for groups of pupils schoolwide and among numerically significant pupil subgroups. This data focuses on growth both academic and social emotional achievement.

Data to Measure Progress

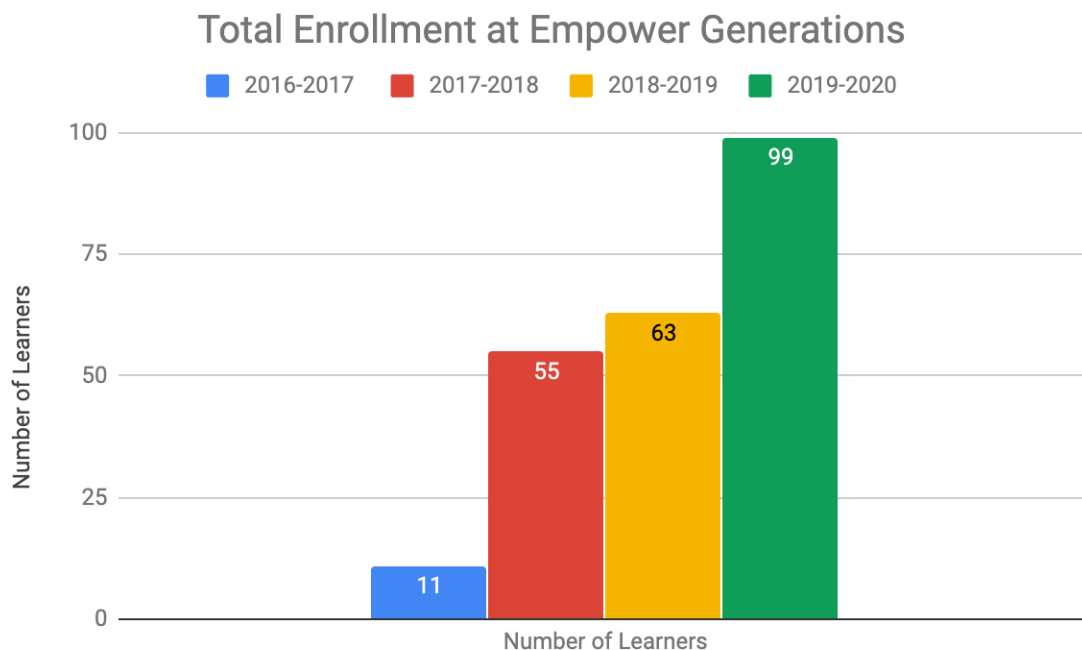
The below data story of Empower Generations gives an in depth dive into the overall picture of various points of data to show continuous growth over the last several years. The expanding

program and opportunities in place will continue to show positive increases over time and the next several years.

Enrollment

Since its opening, Empower Generations has grown its population of learners. Over the last four years of census data there has been growth of 88 learners. The most significant change to point out is the increase in enrollment of Students with Disabilities. Over the last four years seeing an increase of about 10% in this population. Due to the transient nature of the population, it is constantly changing from year to year but the overall population has been steadily increasing.

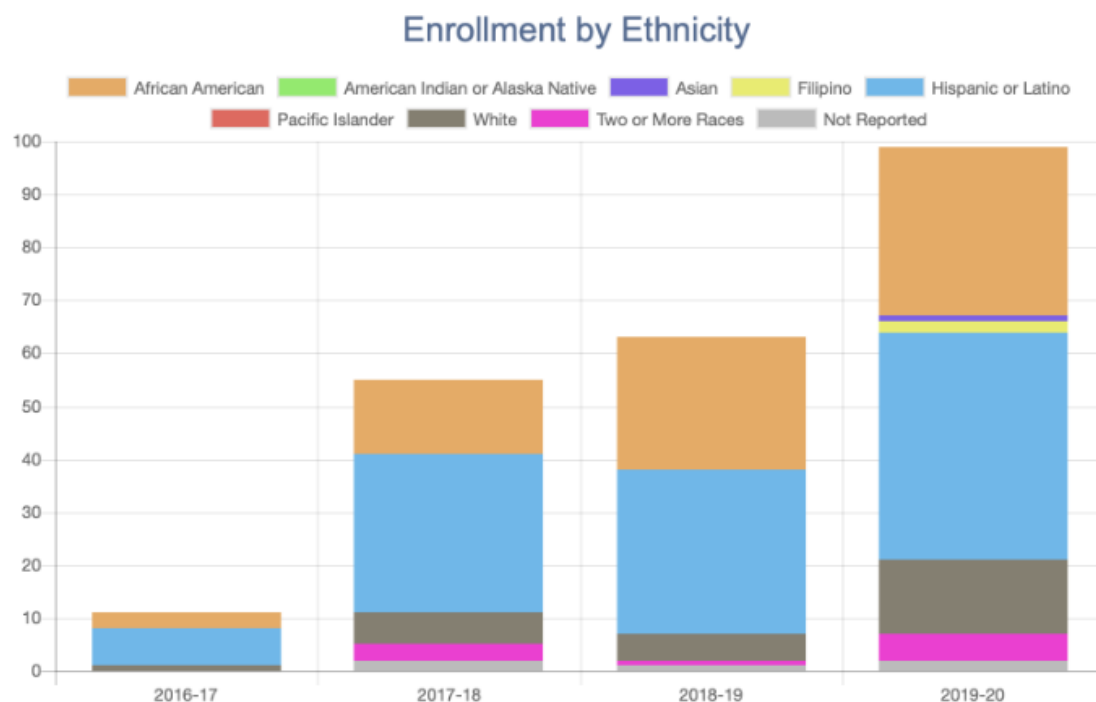
Enrollment Trends Over the Last Four Years				
School Year	2016-2017	2017-2018	2018-2019	2019-2020
Number of Learners	11	55	63	99
English Learners	18%	13%	13%	8%
Foster Youth	18%	4%	5%	0%
Homeless Youth	0%	6%	8%	1%
Migrant Education	0%	0%	0%	0%
Students with Disabilities	9%	13%	19%	19%
Socioeconomically Disadvantaged	91%	84%	92%	79%



Demographics

In addition to increasing enrollment at Empower Generations there is also a shift in the demographics of learners served. The percentages in African American, Hispanic or Latino, White and Two or More Races subgroups have shifted slightly. The African American subgroup has fluctuated over the last four years with an overall increase of 5%. The Two or More Races subgroup has increased from 0% to 5% showing a 5% increase. The White subgroup has increased from 9% to 14%, an increase of 5%. And finally the Hispanic subgroup has shown a decrease from 64% to 43% a total decrease of 21%. Changes over the next few years in growth in enrollment, transiency, and shifting demographics is expected.

Enrollment by Ethnicity									
Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2019-20	99	32%	0%	1%	2%	43%	0%	14%	5%
2018-19	63	40%	0%	0%	0%	49%	0%	8%	2%
2017-18	55	26%	0%	0%	0%	55%	0%	11%	6%
2016-17	11	27%	0%	0%	0%	64%	0%	9%	0%



Mobility Rate

One area that the school is continuing to improve on and address is the mobility rate. Being a DASS school, this is part of the makeup and ultimately the goal is to provide support during the difficult times that lead to a high mobility rate in the community population. A high mobility rate affects so many areas in a learner's education. It is a big part of the school data story and is reflected in the academic data provided in this section. With a high mobility rate, it takes much longer to see the progress being made due to the work needed to close large achievement gaps for many and is not immediate in the year to year state testing results or consistent in internal assessments as many times it is difficult to get learners to complete assessments. In seeing this as an area of concern, the school is working on the testing participation rates both in state testing and internal assessments. Empower Generations enrolls new learners throughout the academic year that are many times far below ELA and Math proficiency levels upon initial MAP assessment. This makes it difficult to see the positive change in overall test scores. Looking at the rates of growth for learners that stay with the school is key to seeing those positive data trends, which is evident in the data later in this section.

Mobility being an area of focus, the data in the tables below show some positive changes from 2016-2017 to 2019-2020 in the mobility rate. In 2016-2017 the mobility rate was at 88.20%. Since that was the first year of being open, there were new learners with the increase in enrollment but little withdrawals. In 2017-2018 the school continued to grow enrollment and also saw many re-entries of learners. In 2018-2019 the mobility rate peaked with several withdrawals during that year due to new leadership in place that was not the best fit for our program. That leader moved on at the end of the year and saw much fewer withdrawals in the 2019-2020 school year. The area of mobility continues to be a focus in creating consistency and support for learners. Data shows the longer learners stay enrolled in the program, the more gains they will make and that will be reflected in positive results in academic programs as they participate in a comprehensive academic environment. Communicating the mission and vision to families prior to enrollment and throughout the year is so important to help families to understand the culture at Empower Generations and the environment provided to help learners grow and thrive.

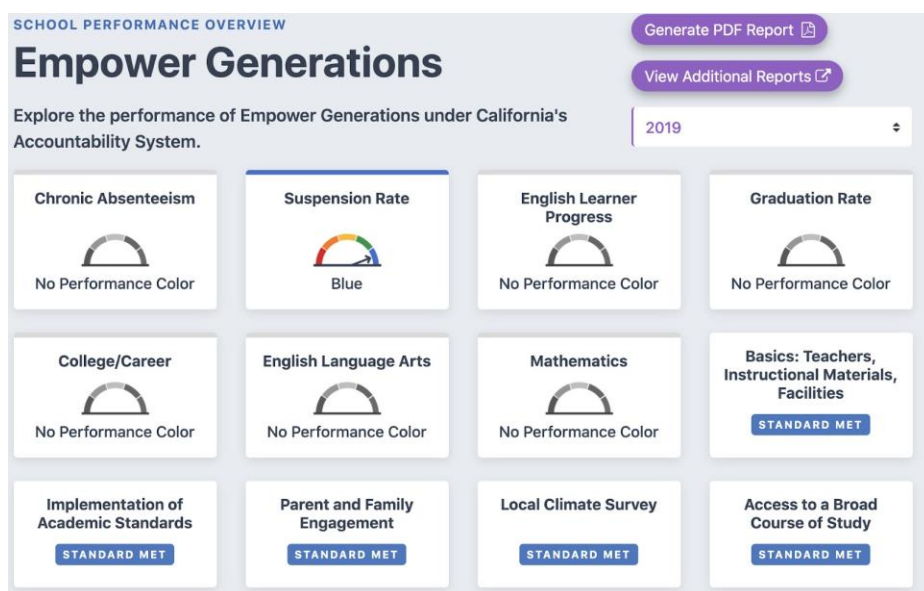
Mobility Rate Over Time				
Year	2016-2017	2017-2018	2018-2019	2019-2020
New Entries	40	57	31	24
Withdrawals	2	2	32	13
Re-Entry	3	21	27	42
Total Enrollment	51	112	94	121
Mobility Rate	88.20%	71.40%	95.70%	65.30%

California Dashboard:

Summary

The California Dashboard is now the driving factor to monitor academic performance in California. Focusing on improvements from year to year as compared to yourself through current status as well as change from the prior year is helpful to highlight the academic progress. However, being a small school with low numbers in each grade level and a DASS school with a high mobility rate the dashboard is not always the best indicator of performance.

As seen below, Suspension Rate (with a blue indicator) is the only area with enough information to produce a color on the 2019 Dashboard. All local indicators were Standard Met in all areas. The lack of a 2020 Dashboard and testing due to the COVID-19 pandemic also makes it challenging to see if any growth might have happened. Due to these factors we can only look at the 2019 Dashboard and internal assessments to see the growth made.



Chronic Absenteeism

In the area of chronic absenteeism, the school does not have a Dashboard color since the Dashboard only reports on K-8 attendance. Data Quest is the source of data for chronic absenteeism. The chart below represents our chronic absenteeism rates for the last four years. The data for 2019-2020 comes from the End of Year CALPADS reports since it is not yet released on Data Quest.

In working over the last year, the school has been able to put many processes and supports in place to improve our chronic absenteeism. With many supports in place we were seeing great trends for the year and a continued improvement in absences and learners completing work and attending workshops. Based on the 2019-2020 End of Year CALPADS 14.1 report, the school reported 20% overall for all students chronically absent. This is a decrease of 26% from the prior year which is a vast improvement that reflect the program elements of the school. The staff utilizes key trainings and skills and understanding of adverse childhood experience and trauma to build relationships with learners, provide opportunities in the studio that are engaging, and focus on graduation and postsecondary goals. As a result, the school has great returns in the amount of

participation and work completion. The school will continue these supports in the 2020-2021 school year despite being in a Distance Learning environment and has a comprehensive plan in place to do so.

Academic Year	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2019-20 ** based on EOY data	133	110	22	20%
2018-19	99	92	42	46%
2017-18	115	109	38	35%
2016-17	52	33	6	18%

Suspension Rate

In the area of Suspension Rate, the school continues to see low numbers. In the area of suspensions Empower Generations reports in the blue on the Dashboard for the past two years, see below for 2019 results. Part of the mission and vision is to create compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. Within this model we have a strong focus on a developmentally appropriate educational program that focuses on social and emotional wellbeing as well as promotes adaptability, self-confidence, autonomy and creativity for all children. Learners develop social and emotional skills, as they learn to communicate and problem-solve to effectively work and learn in small work groups. The educational program promotes respect, understanding, and appreciation of diversity in the school's multicultural environment. The school uses a restorative approach to discipline and relationship building. There is a focus on restorative circles to get to the root of the issue and have a proactive approach in working with our learners to solve and work through the issues at hand. Staff is trained in this practice and it is used in the studio when issues arise. The 2019-2020 End of Year CALPADS reports showed positive outcomes in this area. Based on the 5x5 matrix and the reported data, the school would expect to see on a 2020 Dashboard if operable a 0.0075% suspension rate. With the numbers from CALPADS reports, the school should have received a blue indicator, as indicated on the predictive chart below. In the 20-21 school year, staff continues to dig further in training through an Equity Task Force that will help to shed light on inequities between subgroups and how to be aware of these and address them appropriately within our school culture.

Suspension Rate

2019 Dashboard

All Students

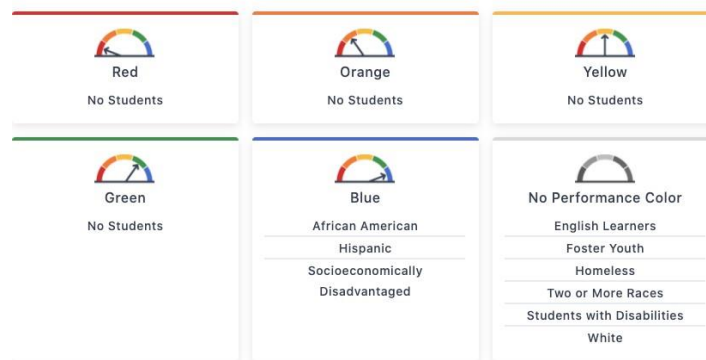
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



2020 Dashboard Expected Suspension Outcomes

Student Group	Year	Color	Status Level	Change Level	Current Status 19-20 Suspension Rate	Change: Difference between 18-19 to 19-20	Number Suspended in 19-20	Number of Students Enrolled in 19-20
All Students	2019-2020	Blue	Very Low	Maintained	0.0075%	-0.0075%	1	133

Graduation Rate

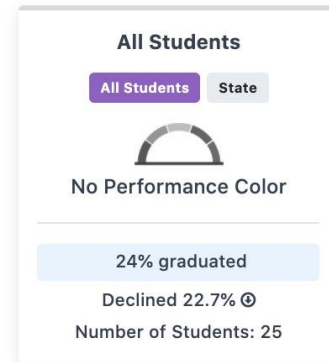
One area on the Dashboard that does not show up with a color indicator but did show growth and progress from 2017-2018 to 2018-2019 was the Graduation Rate. In 2017-2018 Dashboard reported 24% graduated out of 25 students. In 2019 the Dashboard reported 46.9% graduated out of 32 students. Based on the end of the year CALPADS report 15.1, submitted for 2019-2020, the school continues to see positive increases in the graduation rate. For the 2019-2020 4 year cohort there were 19 learners of which 11 graduated, producing a 58% graduation rate. This is an increase of 11% from the rate on the 2019 Dashboard. Empower Generations anticipates seeing this number of graduates each year continue to grow as we partner with WIOA job training and postsecondary sites, CTE Pathways are implemented, and more community partnerships for success grow within the program.

Graduation Rate

2018 Dashboard

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

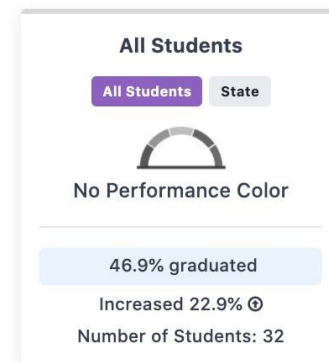


Graduation Rate

2019 Dashboard

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

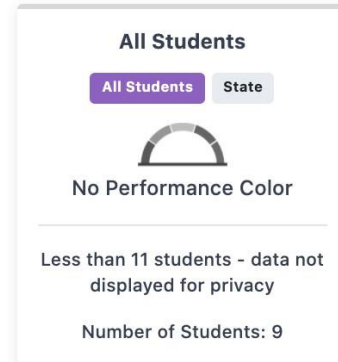


CAASPP Data and the Dashboard

Presented below are the details of the CAASPP results. Due to low enrollment numbers and test takers in 7th, 8th and 11th grade in both 2017 and 2018 there was no data to report out to keep the privacy of learners. For the 2019 the Dashboard also reported no results due to privacy for both ELA and Math based on the Dashboard guidelines. However, 2018-2019 was the first year that any scores were reported. Below are the results for both English Language Arts and Math. Proficiency on state assessments and closing the achievement gap is an area we continue to work on as well as the participation rate of learners testing. On the participation chart below the gray areas indicate student groups that we have made gains in for participation rate. Due to high mobility and the transient population that is seen in DASS schools this is an ongoing challenge that we continue to work on and address with our learners.

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Empower Generations: CAASPP ELA			
Grade	2017	2018	2019
7	*	N/A	*
8	*	*	*
11	*	*	9.09%
Total	*	*	8%
# of students with scores	*	*	13

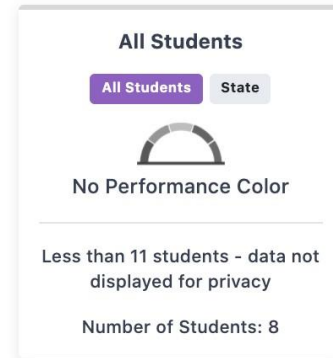
Empower Generations: ELA Average Scale Score			
Grade	2017	2018	2019
7	N/A	N/A	N/A
8	N/A	2462	2420
11	2475	2463	2463

ELA: Overall by performance level	
ELA	2019
Std Exceeded Level 4	0%
Std Met Level 3	8%
Std Nearly Met Level 2	15%
Std Not Met Level 1	77%

English Language Arts Participation Rate Report for 2019						
Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	22	13	60%	16	8	50%
English Learners	5	3	60%	3	2	67%
Socioeconomically Disadvantaged	22	13	60%	16	8	50%
Students with Disabilities	6	4	67%	3	3	100%
African American	8	4	50%	5	3	60%
Hispanic	13	8	62%	9	5	56%
Two or More Races	1	1	100%	1	0	0%

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Empower Generations: CAASPP Math			
Grade	2017	2018	2019
7	*	N/A	*
8	*	*	*
11	*	*	*
Total	*	*	0%
# of students with scores	*	*	11

Empower Generations: Math Average Scale Score			
Grade	2017	2018	2019
7	N/A	N/A	N/A
8	N/A	2308	2308
11	2418	2457	2416

Math: Overall by performance level	
ELA	2019
Std Exceeded Level 4	0%
Std Met Level 3	0%
Std Nearly Met Level 2	9%
Std Not Met Level 1	91%

Mathematics Participation Rate Report for 2019						
Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	22	11	50%	16	6	38%
English Learners	5	3	60%	3	2	67%
Socioeconomically Disadvantaged	22	11	50%	16	6	38%
Students with Disabilities	6	3	50%	3	3	100%
African American	8	4	50%	5	1	20%
Hispanic	13	7	54%	9	5	56%
Two or More Races	1	0	0%	1	0	0%

Comparison to Other Similar DASS Schools

Finding a comparison to similar schools for a DASS school can be challenging due to the small student population of Empower Generations and the specific population that it serves. The below chart represents four other DASS schools that are similar in the number of students served and New Village Girls Academy and Learning Works also serve very similar populations. Empower Generations' Dashboard is very similar compared to the other DASS schools. All with a blue indicator on Suspension Rate and two of the schools falling in the red indicator for graduation rate and college and career.

Name	Chronic Absenteeism	<u>Suspension Rate</u>	<u>Graduation Rate</u>	<u>College/Career</u>	<u>English Language Arts</u>	<u>Mathematics</u>
Empower Generations	None	Blue	None	None	None	None
New Village Girls Academy	None	Blue	None	None	None	None
Learning Works	None	Blue	Red	Red	None	None
SIATech Academy South	None	Blue	Red	Red	None	None
Mission Academy	None	None	None	None	None	None

Internal Data Analysis

Empower Generations understands that parents, guides, and district administrators want a 360-degree perspective on individual student learning in every academic subject and on the tangible and intangible skills that signal college and career readiness. Therefore, Empower Generations uses multiple measures including MAP NWEA and the iLEAD Comprehensive SEL Growth Card to create an in-depth portrait of each child's progress over time and a reflection of each child's exploration, discovery and confidence as a leader and learner. MAP NWEA measures growth over time, supports differentiated instruction, and serves as an input for program evaluation. Computer adaptive MAP assessments help identify a learner's current academic achievement level and what they're ready to learn next, thereby creating a personalized learning path for each learner. MAP assessments are grade independent and adapt to each student's instructional level.

MAP NWEA Overview

Empower Generations assesses their learners in grades 7th-12th three times a year to determine their instructional level and measure academic growth throughout the school year and from year to year. Guides use the data to guide instruction. MAP provides an immediate snapshot of where a learner is performing today, irrespective of grade level, as opposed to the state summative test that only provides a grade level view, annually. With actionable learner data and focused professional development, Empower Generations educators use MAP results to personalize the learning and instruction to meet the needs of each learner.

MAP Growth uses a scale called RIT to measure student achievement and growth. RIT stands for **Rasch UnIT** and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches on a ruler, so scores can be added together to calculate accurate class or school averages. RIT scores make it possible to follow a learners's educational growth from year to year. Empower Generations uses a learner's RIT score to track growth over time.

In 2018-2019 Empower Generations participated in a DASS Growth Data Pilot that was completed by Charter Schools Development Center (CSDC). This study's purpose was to find trends in data for DASS schools on internal assessments and report out key trends seen in data.

Some key takeaways as reported from the CSDC findings on DASS data are listed below and an important consideration when looking at our learners' growth over time.

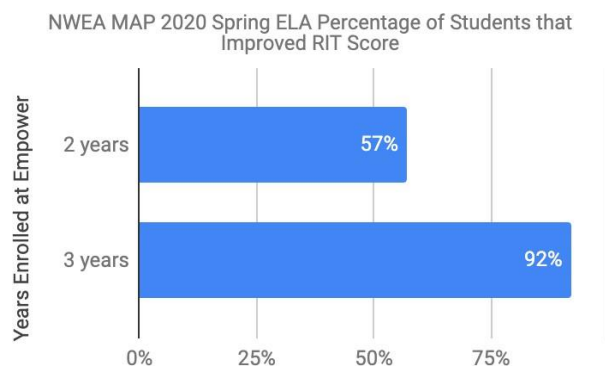
Key Takeaways

This report is not designed to compare performance across schools but rather to highlight key trends that occur across DASS schools and to convey what typical performance over time looks like. The ultimate goal is to help contextualize performance data of DASS schools, which often looks different from traditional schools. Key findings include:

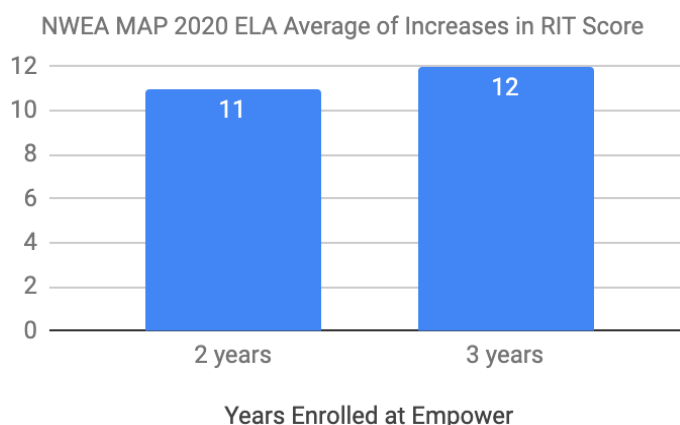
- There are sometimes large gains from first test to second test - often more than could be explained by pure academic learning in such a short period of time between tests. In these instances, it is suspected that students did not engage as fully when taking the initial test as compared to the second test. This can happen for some students in any testing situation, but we believe it is more common among students attending DASS schools. That said, we note that with this student population in particular, sometimes academic re-engagement genuinely does produce such large gains.
- “Final test” scores are often not the “highest test” scores, in these DASS schools. Traditionally in alternative schools there is a decline in testing scores at the end of the school year. However, it is believed that this has to do with test fatigue, or other outside engagement factors. Students have not actually lost academic knowledge, rather, they may not be exerting the same effort on the test.
- Drops in “final test” are most common among students with higher initial scores.

Individual Student Data Change Over Time Reading

In examining growth of learners it is important to look at individual learner growth for learners that are continuously enrolled with us at Empower Generations. In reviewing trends in the data, it's evident the longer that learners stay enrolled in the school, the greater strides they make in their achievements. Analyzing individual learner scores over time for learners that are enrolled for three years shows much more improvement than learners who are enrolled for two years. Also taking into account the CSDC research these scores still may not best reflect our learners actual progress. Using RIT scores from Spring to Spring assessment as the determining factor in the analysis of MAP, 92% learners who stay at Empower Generations for three years show growth on their RIT score in Reading. In analyzing data the average RIT score growth for learners enrolled for three years is 12 RIT points.



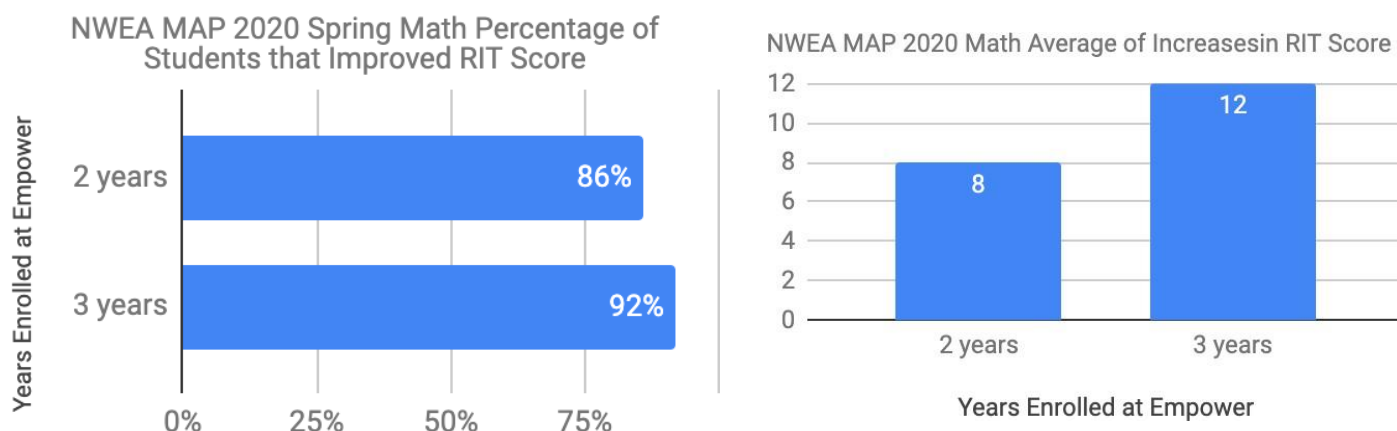
In addition, 2018-2019 data and 2019-2020 to compare the amount of learners that increased their RIT score from Fall to Spring in one years time was reviewed. The chart below reflects all learners as well as each significant subgroup and the percentage that increased their score. Great gains in 2019-2020 over the prior year is apparent. Every subgroup had a fairly significant increase in the percentage of learners making growth, even two subgroups have a 100% of the population tested increase.



% of Learners that Increased ELA RIT Score from Fall to Spring			
Student Group	2018-2019	2019-2020	% Increase
All Learners	55%	83%	28%
SPED	63%	100%	37%
Economically Disadvantaged	64%	100%	36%
African American/ Black	64%	91%	27%
Hispanic or Latino	42%	60%	18%
White	50%	82%	32%

Individual Student Data Change Over Time Math

For Math the MAP assessment from Spring to Spring also shows 92% of learners who tested for three years made growth. Equally growth in the average increase in the RIT score is seen. Learners who are enrolled for three consecutive years make a 12 point gain in their RIT score.



Looking at 2018-2019 data and 2019-2020 to compare the amount of learners that increased their RIT score from Fall to Spring in one years time. The chart below reflects all learners as well as each significant subgroup and the percentage that increased their score. Just as in ELA 2019-2020 had significant growth over the prior year. Every subgroup had an increase in the percentage of learners making growth as reflected in the green areas of the chart.

% of Learners that Increased Math RIT Score from Fall to Spring			
Student Group	2018-2019	2019-2020	% Increase
All Learners	43%	81%	38%
SPED	67%	86%	19%
Economically Disadvantaged	75%	90%	15%
African American/ Black	50%	77%	27%
Hispanic or Latino	55%	94%	39%
White	50%	60%	10%

Learning Continuum

NWEA also provides a report/resource called the *Learning Continuum*. This tool empowers our guides to create customized learning paths for individual learners and small groups. The Learning Continuum lets guides see what learners performing at a given RIT level on MAP assessments are typically ready to learn. From there, they can use the learning statements within the continuum to drive instruction. Learning statements provide an instructional starting point by describing the skills and concepts that are most ready to be introduced, developed, or reinforced

along a continuum of learning. This allows guides to identify learning goals and targets that can be shared with learners and parents and used to create personalized lesson plans which help to meet learners where they are when they enroll with us.

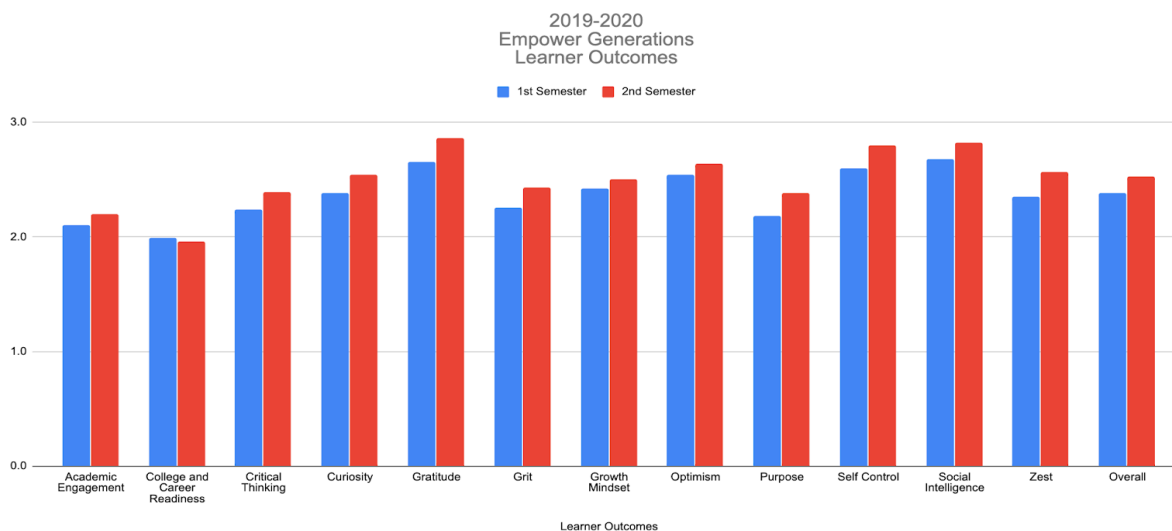
Measuring Social Emotional Learning: SEL Learner Outcomes (Based on Character Lab)

Character strengths such as grit, growth mindset, gratitude, self-control, zest, and curiosity enable learners to lead lives that benefit themselves and other people. Therefore, Empower Generations partners with Character Lab, an organization founded by Dr. Angela Duckworth, to catalogue and track a learner's progress as he/she works on developing these skills and strengths, which are grouped into Strengths of Will, Strengths of Mind, and Strengths of Heart.

Guides and learners use two Character Lab tools; the Self-Assessment Rubric and the Growth Card, which give students feedback on how their facilitators and they themselves perceive their current strengths and weaknesses. They then discuss differences and similarities between self-scores and teacher-scores, changes and progress over time. The learner will set his/her own goals for social-emotional development during the ILP process.

SEL Growth From Fall to Spring

A review of the SEL growth data from Fall to Spring in 2019-2020 indicates that Empower Generations learners have made considerable progress in social-emotional development overall. Each year the growth of learners has shown continual improvement as we work to embed these SEL outcomes in everything that we do. The chart below shows the percentage of increase and progress made each year from Fall to Spring.



Gallup Poll:

The Gallup Student Poll is a landmark survey that captures the voice of young people in the U.S., a necessary but too often missing part of the national dialogue about student performance and success. The Gallup Student Poll measures the engagement, hope, entrepreneurial aspiration and career and financial literacy of learners in fifth through 12th grade across America.

The poll's results supplies Empower Generations with data that we use to inform strategies for building our school engagement and student success. This also helps us assess social emotional learning taking place. Below are the charts that represent the results for grades 7-12th from the 2017-2018 school year to the 2019-2020 school year as compared to the United States. The blue highlighted boxes represent areas that Empower Generations ranks higher than the US overall.

Empower Generations Gallup Poll Change Over Time 2017-2018 to 2019-2020

For Engagement in both 2018 and 2020 Empower Generations scored higher than the US Overall in every category. This shows that our learners are excited and engaged when they come to the studio or check in with their guides. These scores speak volumes to the culture at Empower Generations and support that our staff provides and the connections that they make with their learners.



Engagement

The involvement in and enthusiasm for school.

ENGAGEMENT GRANDMEAN	EG 2017-18	U.S. Overall 2017-18	EG 2018-19	U.S. Overall 2018-19	EG 2019-20	U.S. Overall 2019-20
OVERALL	3.94	3.85	3.73	3.85	3.83	3.82
At this school, I get to do what I do best every day.	3.95	3.53	3.47	3.53	3.38	3.5
My teachers make me feel my schoolwork is important.	4.8	3.98	4.18	4	4.15	3.94
I feel safe in this school.	3.42	3.88	3.94	3.97	3.56	3.77
I have fun at school.	3.65	3.45	3.36	3.44	3.54	3.4
I have a best friend at school.	2.95	4.35	2.94	3.37	3.43	4.38
In the last seven days, someone has told me I have done good work at school.	4.13	3.61	3.7	3.61	3.68	3.57
In the last seven days, I have learned something interesting at school.	3.91	3.86	3.94	3.86	3.92	3.8
The adults at my school care about me.	4.39	3.82	4.06	3.83	4.16	3.8
I have at least one teacher who makes me excited about the	4.26	4.08	4.06	4.08	4.41	4.06

future.						
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In the area of Hope Empower Generations scored its highest in 2018 and 2020. Scoring higher than the US in half of the questions in 2018 and three out of seven in 2020. This data shows that despite the many challenges that our learners face on a daily basis that through the many programs at Empower Generations that hope is instilled in our learners, that they set goals for themselves and look towards the future and have people that encourage them to do so. Learners set goals each year with their facilitators in their Individualized Learning Plan which includes individual academic goals, social and emotional goals, and major learning activities. Throughout the year progress towards goals are monitored with learners and shared with families.



Hope

The ideas and energy students have for the future.

HOPE GRANDMEAN	EG 2017-18	U.S. Overall 2017-18	EG 2018-19	U.S. Overall 2018-19	EG 2019-20	U.S. Overall 2019-20
OVERALL	4.18	4.2	3.9	4.2	4.12	4.17
I know I will graduate from high school.	4.48	4.65	4.47	4.62	4.15	4.61
I have a great future ahead of me.	4.13	4.4	4.07	4.36	3.91	4.32
I can think of many ways to get good grades.	3.95	4.17	3.94	4.15	3.97	4.11
I have many goals.	4.26	4.16	3.76	4.13	4	4.08
I can find many ways around problems.	3.95	3.89	3.65	3.87	3.86	3.85
I have a mentor who encourages my development.	4.13	3.45	3.7	3.47	3.59	3.47
I know I will find a good job in the future.	4.39	4.37	3.76	4.35	4.16	4.31

In the area of Entrepreneurial Aspiration Empower Generations scored above the US Overall in the last three years. In 2019 outsourcing the US in all areas. This is something that the school is very proud of and focus on as one of the pinnacles in our program. There is a strong focus in Entrepreneurship and we encourage learners to work in teams, take risks and learn from their failures which nurtures the ability to innovate and ignites their entrepreneurial spirit.



Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

ENTREPRENEURIAL ASPIRATION	EG 2017-18	U.S. Overall 2017-18	EG 2018-19	U.S. Overall 2018-19	EG 2019-20	U.S. Overall 2019-20
OVERALL	2.7	2.37	2.63	2.42	2.65	2.38
I will invent something that changes the world.	2.41	2.62	3.11	2.66	2.79	2.57
I plan to start my own business.	3.52	2.98	2.82	3.03	3.13	3
I am learning how to start and run a business.	2.82	2.35	2.76	2.36	2.58	2.34
I have my own business now.	2.04	1.55	1.82	1.51	1.62	1.51

In the area of Career/Financial Literacy Empower Generations score somewhat lower than the US average and is an area that the school will continue to focus on. Scoring higher than the US in “I am learning how to save and spend money” is something that the school’s advisory and internship courses develop continue to work to build in the other areas.



Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

CAREER/FINANCIAL LITERACY GRANDMEAN	EG 2017-18	U.S. Overall 2017-18	EG 2018-19	U.S. Overall 2018-19	EG 2019-20	U.S. Overall 2019-20
OVERALL	2.8	3.3	2.53	3.28	2.95	3.27
I have a paying job now.	2.35	2.15	1.88	2.11	1.87	2.09
I am learning how to save and spend money.	3.87	3.73	3.76	3.76	3.93	3.71
I have a bank account with money in it.	2.74	3.21	1.88	3.17	2.43	3.19
I am involved in at least one activity, such as a club, music, sports or volunteering.	2.25	4.09	2.59	4.05	3.67	4.06

Stakeholder Survey

Learner Survey

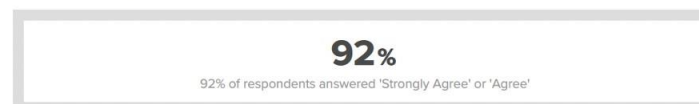
It is important that the school gets feedback from learners with regards to the school climate. This measure should include learner perceptions about school engagement, school fit, learning strategies, grit, and feeling of safety with facilitators, staff, and peers. In addition, Empower Generations want our learners to have purpose and make sure that their experience is meaningful. To conduct the Learner Survey, Empower Generations partnered with Panorama Education, who safeguard learners' privacy and keep their responses confidential. Below are four areas to highlight from our 2019-2020 Panorama Learner Survey.

In the area of School Teacher-Student Relationships the overall score of 90% of learners responded favorably to all questions. This is extremely important to the program, building relationships with learners and feeling a connectedness and sense of belonging is one of the main pillars of growth and learning. Based on the survey learners feel connected to the staff that they work with and feel that they are excited to help them to meet their learning goals.

School Teacher-Student Relationships



I feel connected to at least one adult (EF, Academic Coach, Counselor, or other staff member) in my independent/home study program.

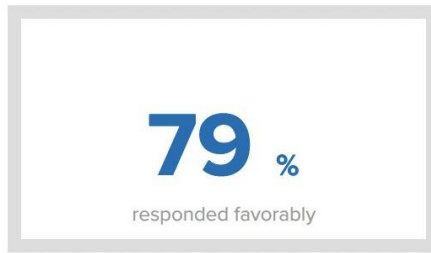


My Educational Facilitator(s) and/or Academic Coach is/are excited to help me meet my learning goals.



In the area of School Engagement there was a response of 79% of learners that responded favorably. The majority of learners feel that they are engaged in school and have the opportunity to share their ideas and make decisions about their education. This is extremely important because we personalize learning for each of our learners to help them to meet their maximum potential and their goals.

School Engagement

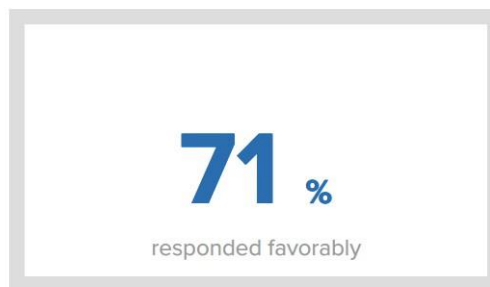


I have many opportunities to share my ideas and help make decisions about things that affect me at school (projects, learning activities, internships, field studies, service projects, rules, etc.).



In the area of School Climate overall 71% of learners answered favorable to the questions. The main highlight is that 83% feel that their program is a safe, friendly and welcoming environment.

School Climate



My independent/home study program helps create a safe, friendly and welcoming learning environment for learners.



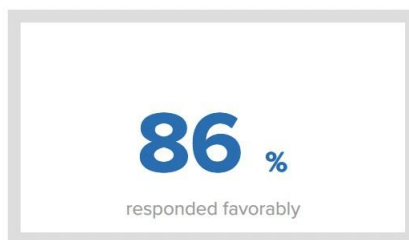
Family Survey

As part of the school's family and community approach to success, the school stakeholders were surveyed to give feedback and indicate the success of Empower Generations. This survey gives

insight into families' perception of the school's effectiveness. Feedback is used to continually improve delivery of the school mission to provide high-quality, project-based learning experiences that meet the needs of our well-rounded and lifelong learners. Panorama Education conducted the Family Survey to safeguard our families privacy and keep their responses confidential. Below are three areas to highlight from our 2019-2020 Panorama Family Survey.

In the area of School Learning Strategies 86% of families responded favorably to all questions. Overall, families feel that their guides are able to meet their child's learning needs and that they use technology to support their learning both in and out of the studio.

School Learning Strategies



Overall, my child(ren)'s Educational Facilitator(s) and/or academic coach is/are able to meet his/her/their individual learning needs.



My child(ren) regularly use(s) technology for their learning (typing, essay writing, online subscriptions, Google Docs, PowerPoint, etc.)



In the area of School Climate 76% of families that responded favorably to all questions. 100% of families feel that their child has a highly supportive relationship with at least one adult at school. This overwhelming proves that the mission providing that connectedness is felt by families. Families also feel that the school culture and community built fosters their child's learning and that they can be involved in activities at school and in the community.

School Climate

76 %

responded favorably

My child(ren) has/have a highly supportive/close relationship with at least one of the adults (EF, Academic Coach, Counselor, etc.) at his/her/their school.

100%

100% of respondents answered 'Strongly Agree' or 'Agree'

Overall, our independent study administrators and staff create a school culture and community that helps children learn.

80%

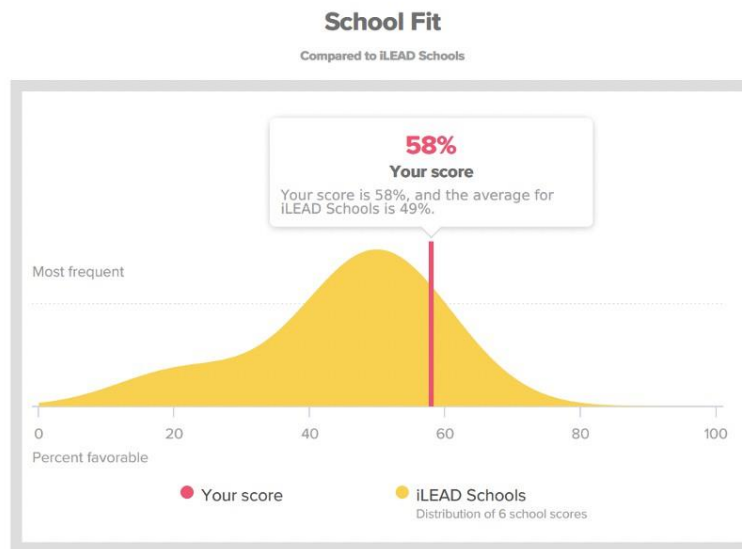
80% of respondents answered 'Strongly Agree' or 'Agree'

There are many different ways I can be involved, whether it be at home or in the community.

80%

80% of respondents answered 'Strongly Agree' or 'Agree'

In the area of School Fit 58% of families responded favorably to all questions. In comparison to other iLEAD network schools that implement this survey, we were higher in this area by 9%. This is very important because Empower Generations is a specialized program targeting historically underserved learners who are pushed out of traditional education. Making sure that they feel a fit within the program is essential. Overall, families feel that they received communications in a variety of ways and that our school values their child's diversity, culture and background.



Parents receive timely school communication in many different ways, such as: Monday Message, telephone calls, newsletters, e-mail, parent meetings, school website, etc.



The school values the culture and diversity of my child(ren)'s background.



ELEMENT C (3): METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C)

Empower Generations uses multiple assessment measures to get an accurate picture of learners' learning, as learning styles and instructional methods vary greatly and no single measure tells the entire story. Empower Generations' methods of assessment aligns with learner outcomes and instructional methods. The data is not a stand-alone summation of achievement but part of a feedback loop that is integral to facilitating and learning. The school uses assessment methods to do the following:

- Plan learning and instruction
- Evaluate teaching strategies for continuous improvement
- Identify learner's strengths, weaknesses and learning styles
- Provide learners, guides and parents with information useful in promoting learning and development

Mandated State Assessments

As is required by California law, Empower Generations meets all statewide standards and conducts the state pupil assessments required pursuant to Section 60605, including the California Assessment of Academic Performance and Progress (CAASPP) and other mandated state assessments. Empower Generations will administer tests that are required by grade level, including the Smarter Balanced Assessments (SBAC) or California Alternate Assessment (CAA), California Science Test (CAST), Physical Fitness Test, and the English Language Proficiency Assessment for California (ELPAC). These test results will be one of multiple assessment methods used to document and monitor student performance and assessment. The California Accountability Model and School Dashboard as a DASS school will serve as a tool for Empower Generations and will report the school's data to stakeholders annually as described above.

Growth Measures: Pre- and Post-Tests

To effectively assess learners' academic growth over time, Empower Generations utilizes value-added growth measures, including school year pre-, mid, and post-formative assessments. At the beginning of each academic year, Empower Generations administers a formative pre-assessment to measure each learner's strengths and weaknesses in reading and mathematics.

Throughout the school year, Empower Generations monitors learner progress using a variety of methods (described below). Empower Generations administers another formative mid-year-assessment, and then another at the end of the year. In this manner, we are able to assess learners' initial skills upon their enrollment at the school and at the beginning of each academic

year, during key “check-in” points throughout the year, and at the end of each year to ensure that learners are making progress toward achieving Empower Generations’s pupil outcomes.

Classroom Assessments

Empower Generations uses of a range of assessment strategies that may include, but are not limited to the following:

Authentic Assessments: Empower Generations uses authentic assessments to assess skills best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). As described in the school’s mission and vision, Empower Generations seeks to develop real world skills and self-directedness that prepare learners for successful careers and fulfilling lives. Authentic assessments align best with many of the learning outcomes and instructional modes associated with these goals. Possible assessments include a learner-designed science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem solving from a real world context, or creation of a flyer to inform community members about an important social issue or program. These ‘performances’ also provide opportunities to shine, especially for learners who perform better in these circumstances than in 'test' situations. Expectations are communicated clearly to learners at the start of each assignment using guide-developed rubrics and, where possible, sample products receiving high, medium and low scores. Learners learn to use rubrics to self-assess, to describe their growth over time and to set learning goals.

Publisher-developed Assessments: When textbooks are used, Empower Generations may choose to use diagnostics and other assessments that are part of the package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with Empower Generations’s learner outcomes and instructional methods.

Guide-developed quizzes, tests and other Assessments: guides often develop curriculum from sources that don’t include pre-packaged assessments. To align with taught curriculum, guides often create quizzes, tests and other assessments to monitor learner progress.

Guide observation and narratives: guides look for evidence that relates to planned learning outcomes, that is, specific behaviors that indicate that learners have developed an understanding of a particular concept, has acquired or refined a particular skill. Narratives are write-ups of the evidence found.

Checklists of progress: These are simple checklist style records of the learner's level of mastery of skills. They are helpful as a formative record to inform planning and teaching; and as a summative record to provide information for learners, parents, and other guides.

Portfolios

These are purposeful collections of learner work that exhibit the learner's efforts, progress and achievements in one or more areas. The collection includes learner participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of learner self-reflection. A portfolio is a storehouse that captures growth, learner and guide input; a

measure of growth that shows process as well as product and learner self-assessment; a record to pass on to the next class, school and that complements the guide's judgments.

Competency Dashboard

Empower Generations has developed a unique competency dashboard secure platform that allows instructional staff and WIOA partners to track, measure, and reflect on learner growth and achievement of the EG competencies as outlined in the Graduation Requirements. This unique tool uses learner reflections, Guide rubrics and depth of knowledge rubrics that all support the evidence of learning.

WIOA Partnership Assessment

A system of assessing WIOA effectiveness for each learner's growth and achievement in program goals and academic achievement for CTE courses, internships, and service learning will be developed as a transparent means to collect, analyze, and report data.

Use and Reporting of Data

The school's Board analyzes student performance data to establish policies and make programmatic and staffing decisions that support the achievement of all learners. The Board looks at how well learners are learning by content area and by sub-group (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education learners, and English Language learners) to identify any gaps in student achievement and ensure that appropriate corrective plans are put into place. This process occurs at least annually, so that the Board monitors policies and staff performance for continual improvement of instruction.

At least annually, Empower Generations' instructional staff analyzes overall and subgroup data, identifies programmatic strengths and weaknesses within each content area, and puts into place corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff monitors progress toward identified learner outcomes on an ongoing basis, analyzing learner performance data before and throughout each school year to adjust instruction according to learner needs. guides are supported to teach using formative assessments to modify instruction in response to class-wide and individual learner needs. The instructional culture of the school is one of self-reflection and inquiry into pedagogical practices to meet the changing needs of new and existing learner populations.

Empower Generations is accountable to stakeholders by providing them with transparent information on learner achievement; parent, learner and guide program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. Empower Generations shares accountability information with the school community, the larger community and the District via an annual report, our website and school-wide newsletters.

Empower Generations' board and staff analyzes the information gathered to make data-driven programmatic, governance and staffing decisions. Report cards are issued on a semester basis and will include detailed guide narratives.

ELEMENT D (4): GOVERNANCE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. – California Education Code Section 47605(c)(5)(D)

Empower Generations is an independent, directly funded charter school operated by iLEAD California Charters 1, which is a legally and operationally independent entity from the District. The Board of Directors of iLEAD California Charters 1 provides oversight to ensure that the Charter School fulfills its mission, vision, and terms of its charter, and complies with all applicable laws and regulations. iLEAD California Charters 1 operates multiple iLEAD-model charter schools in addition to Empower Generations.

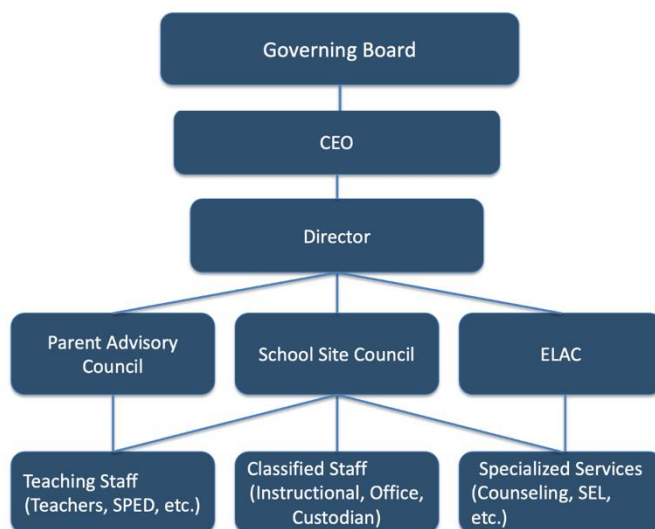
The names and qualifications of the current Board members of iLEAD California Charters 1 are in Section 1.3.

As required by Education Code Section 47604(d), Empower Generations and iLEAD California Charters 1 are solely responsible for the debts and obligations of the Charter School and for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Empower Generations complies with Education Code Section 47604(b) and shall not be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Attached, as Appendices E, H, and I, please find the Charter School Bylaws, Articles of Incorporations, and Conflict of Interest Code.

Organizational Chart

Roles and lines of authority for Board and management positions are depicted in the following organizational chart:



The Board of Directors is responsible for policymaking, while the Chief Executive Officer.

The school's governance and management reports directly to the

The Charter School maintains clear autonomy through this governance structure, with the Board of Directors retaining ultimate authority over governance, policymaking, and oversight. The School Director is responsible for day-to-day operations under the direction of the Board, ensuring that authority over budget, personnel, and programmatic decisions remains with the Board.

The School Director

The School Director will report directly to the Chief Executive Officer of designee and serves as the instructional leader and operational manager of Empower Generations.

- Policy Implementation
- Curriculum Oversight
- Staff hiring, evaluation, and termination
- Ensuring compliance with charter and applicable laws

Educational Partner Involvement:

Empower Generations values Educational Partner input and ensures ongoing partner and community engagement in governance and school operations.

Parental involvement opportunities include:

- Volunteering at events
- Membership in advisory committees such as ELAC and iSUPPORT (PTO)
- Input on LCAP development through surveys, meetings, and forums

Additionally, the Charter School will endeavor to communicate regularly with families, such as the following mechanisms:

- Weekly family newsletters
- Website updates
- Reports of Progress and Learner-Led Conferences
- Orientation sessions and Parent University workshops
- Open-door policy with School Director and staff

Empower Generations may maintain advisory groups, including any as required by law, for purposes of making recommendations regarding governance and operations or other matters of interest and concern. Empower Generations will maintain a Parent Advisory Committee (PAC) or School Site Council (SSC) in accordance with applicable legal requirements. In the event that 21 or more students designated as English Learners are enrolled, Empower Generations will form an English Learner Advisory Committee. The ELAC will be a committee composed of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

While parent participation is strongly encouraged, it is not a condition of admission or continued enrollment.

Legal and Policy Compliance

Empower Generations and iLEAD California Charters 1 shall comply with all applicable federal, state, and local laws and regulations as well as applicable District policies and procedures; provided such policies are not in conflict with charter school law.

Empower Generations shall comply with all federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, CalSASS, and Education Code Section 47604.33. In accordance with Education Code Section 47604.1, Empower Generations shall comply with the Brown Act, CPRA, PRA, and Section 1090.

The Board has adopted a Conflict of Interest Code in compliance with the PRA and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflicts of interest rules, and which shall be updated with any charter-specific conflict of interest laws or regulations, enclosed as Appendix I and, as required, it has been submitted to the County Board of Supervisors for approval.

All iLEAD California Charters Governing Board meeting agendas are noticed and conducted in accordance with the Brown Act. Agendas are posted on the Charter School's website in a timely manner. Agendas are posted on the Charter School's website and made accessible to the public at least 72 hours in advance of regular meetings and 24 hours for special meetings. This will allow the District to access the information easily. The District reserves the right, but is not obligated, to appoint a single representative to the Charter School Governing Board pursuant to Education Code Section 47604(c).

Governance Board Composition and Selection

The Board of Directors is composed of between five (5) to nine (9) board members and maintained in accordance with the organization's Bylaws and applicable law.

The Board of Directors Board members are selected based on the knowledge, experience, and perspectives needed to provide effective governance and advance the organization's mission.

Desired qualifications include:

- Commitment to the organization's mission and values.
- Willingness to actively participate in Board governance.
- Expertise that supports effective oversight, such as education, finance, law, business, facilities, fundraising, or community engagement.

Board member appointment, terms, vacancies, removal, and succession are governed by the Bylaw.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Governance Operations

Scope Of Authority And Responsibility

The Board is fully responsible for the operation and fiscal affairs of the Charter School. Along with other duties, the iLEAD California Charters 1 Board of Directors is responsible for the following:

- Promoting and guiding the vision and mission of the organization
- Reviewing and approving all major educational and operational school policies
- Hiring and evaluating the School Director
- Developing annual goals for the school and long-range plans with input from the School Director, guides, and parents
- Approving all major contracts, including contracts that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars (\$100,000) in a fiscal year
- Approving the school's annual budget, LCAP and Annual Update, and annual independent audit report and overseeing the school's fiscal affairs
- Evaluating the performance of the School Director via a process approved by the board
- Monitoring learner performance, progress toward school-wide goals, objectives, academic achievements/learner progress and financial status, and assessing any need for redirection
- Receiving reports from, and providing recommendations to, the School Director and staff
- Executing all applicable responsibilities provided for in the California Corporations Code
- Participating in the dispute resolution procedure when necessary

Meeting Procedures

Board meetings are noticed and held in compliance with the Brown Act. Pursuant to Education Code Section 47604.1, meetings are held at the school site, or another suitable location within Los Angeles County which is accessible to the Empower Generations community and the public. Accurate minutes of meetings are maintained by the secretary or other individual as designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office, another suitable office, and/or website. The School Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the President. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and posted at the entrance of the school's main office and on the website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting. The agenda may also be posted on the community bulletin board at the school site and/or offices.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, designating officers, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the Board.

A majority of the authorized number of Board Members then in office shall constitute a quorum. Every action taken or decision made by a majority of the Board at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

Board Members may participate in a meeting through the use of teleconference or similar communications equipment as long as all requirements of the Brown Act, including Government Code Section 54953 are followed.

Board Training And Continuous Improvement

iLEAD California Charters 1 is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities. To this end, the Board receives appropriate training and educational opportunities, both as a full Board and individually, including all training as required by law. Board members attend the All Boards Retreat where many training experiences are offered and may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts, and include topics in Conflicts of Interest laws and rules, the Brown Act, Public Records Act, ethics training, charter school finance, monitoring student achievement, child abuse and neglect and roles and responsibilities of the Board. Board and staff members shall also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring school and student success, and other best practices. Training and education for new Board members are also critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members go through an initial orientation and are given opportunities to attend supplemental training sessions in areas of school oversight where they lack experience and/or knowledge.

Board Policies and Appendices

Policies governing finance, conflict of interest, and board operations are accessible on the school website. A Fiscal Policy is adopted. All policies are designed to ensure compliance, internal controls, and ethical governance.

Bylaws

A set of Bylaws, reflecting the governance structure described herein, has been adopted by the Board of Directors. See Appendix E for a copy of iLEAD California Charters 1's Bylaws.

Conflicts of Interest

Directors of the Governing Board, officers of the Board, and employees shall at all times comply with federal and state laws, nonprofit integrity standards, and applicable state and federal laws regarding ethics and conflicts of interest.

Accountability:

The District serves as the chartering authority and provides supervisory oversight to the Charter

School pursuant to Education Code Section 47604.32. The Charter School shall have all reporting duties to the District as described in Education Code Section 47604.33, and shall respond to all reasonable inquiries pursuant to Section 47604.3. The District may wish to further define its oversight role in an MOU with the Charter School. The Charter School seeks to maintain a collaborative and amenable relationship with the District, and is pursuing an added value to the District. The Charter School will strive to always maintain a healthy communication with the District.

ELEMENT E (5): EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school.
- California Education Code Section 47605(c)(5)(E)*

Equal Employment Opportunity

Empower Generations acknowledges and agrees that all persons are entitled to equal employment opportunities. Empower Generations shall not discriminate against applicants or employees on the basis the characteristics listed in Education Code Section 220 (actual or perceived disability, of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or any other protected category. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Credentialing Requirements

Empower Generations adheres to Education Code Section 47605(l)(1), and ensures that its facilitators shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment. All guides employed by Empower Generations have the CTC certificate, permit, or other document required for their certificated assignment that are searchable on the Commission on Teacher Credentialing website. Empower Generations will make every effort to minimize the use of guides with emergency credentials.

School Director

The School Director is the primary administrator of the charter school's program. In this role, the School Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The School Director will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the Empower Generations's academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, learners, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and learners.

Overall Qualifications (Desired/Preferred but not required)

- Administrative Services Credential and/or Masters Degree in Education or equivalent
- At least five years experience in the education field
- Management, administrative and instructional expertise
- Curriculum development and implementation expertise
- Experience with school budget
- Willingness to learn about charter school leadership

Guides and CTE guides

Empower Generations employs a teaching staff that holds the appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. guides are responsible for overseeing the learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

Applicants to teach in our program are evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each learner
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used to authentically assess a learner's progress in a standards-based system
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of learner learning
- Ability to effectively use a broad range of instructional strategies, including providing a differentiated curriculum, challenging goals, effective feedback, differentiated instruction, backward mapping, among others
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and learner learning
- Outstanding classroom facilitation skills
- Belief in our mission that all learners will learn and successfully master the content and skills necessary for advanced post-secondary education
- Willingness to work as a vital part of the Empower Generations team to ensure continuous improvement for learners, staff and Empower Generations community as a whole
- Willingness and ability to work with learners and parents on an ongoing basis to ensure learner success
- Love of learners, enthusiasm for teaching, the belief that each learner can and will succeed and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development and skill upgrading
- Willingness to be involved in committees and task forces to support the school's mission.
- Ability to facilitate and articulate a shared vision of academic excellence for the school community and create and maintain the support structures necessary to achieve the vision.
- Demonstrated entrepreneurial thinking and strategic vision
- Positive references from most recent employment and/or college or graduate school

Educational Specialist (Special Education Teacher)

Under the supervision of the School Director, the Education Specialist (Special Education Teacher) provides program design and direct instruction to learners who have a demonstrated disability and are supported by an Individualized Education Program (IEP) within the inclusion classroom. The Educational Specialist will work actively to design and implement the highest quality special education programs for the school, the guides, the learners, and their families.

Essential Duties

- Provides direct instruction in the academic areas to special education program learners on a one-to-one or small group basis in the regular classroom
- Refers learners who do not demonstrate appropriate progress to the IEP team
- Coordinates special education services with the regular school programs for each learner with special needs in the least restrictive environment.
- Monitors learner progress on a regular basis, participating in the review, revision of IEPs, as appropriate
- Creates and maintains an IEP for each special education student
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents and to regular staff members
- Consults with parents and General Education guide (regular classroom teacher) quarterly and upon request regarding special education learners
- Supports the policies and programs consistent with school and SELPA policies, regulations and procedures
- Applies effective classroom management techniques
- Utilizes evaluation data for the modification of instruction and curriculum
- Assists guides in writing Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff
- Attends regular and special staff collaborations and actively participates as a member of the educational team

Education/Experience

- Possess valid California Special Education Teaching credential
- Teaching or therapy experience with Special Education students preferred

Special Skills/Knowledge/Abilities

- Knowledge of IEP process as outlined by the Individual with Disabilities Education Act (IDEA), Section 504, the American with Disabilities Act (ADA) and California State Special Education laws and regulations
- Ability to provide evaluation and screening to determine eligibility for special education
- Knowledge of resources available to parents of special education learners
- Ability to provide in-service training, including curriculum resource to regular staff
- Ability to monitor and evaluate learner progress by observation and informal assessment

- Experience and commitment to working collaboratively with staff, parents, and the community
- Experience in design and implementation of behavioral strategies and plans
- Ability to work independently and efficiently to meet program objectives
- Good communication and interpersonal skills

Empower Generations may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject-matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a guide (teacher) unless otherwise permitted under applicable law.

WIOA and CTE Specialist

The primary role is to provide highly involved, proactive workforce development programming to learners age 14-24. The specialist will act as a bridge between Empower Generations at WIOA, CTE, and internship partners. This role may be assigned to existing staff based on enrollment needs.

Overall Qualifications

- Bachelor's Degree or higher (CTE credential preferred)
- Experience teaching CTE or in prior WIOA programs

Knowledge, Ability & Skills:

- Demonstrate basic reading, writing and mathematical skills
- Experience working with youth ages 14-24
- Basic record keeping abilities
- Excellent communication skills
- Ability to provide in-service training to staff
- Ability to monitor and evaluate learner progress in CTE internships and WIOA programming, including service learning and workforce development activities
- Ability to work independently and effectively to design and meet program objectives
- Good communication and interpersonal skills

School Counselor

The School Counselor at Empower Generations will be responsible for the following:

- Provide school counseling services in the following domains: College and Career, Academic, Personal and Social.
- Facilitate learners' understanding of test construction and help learners and families interpret educational test data.
- Understand school graduation requirements and parallel entrance requirements for post-secondary institutions.
- Provide individual and small group counseling to learners.
- Help learners become aware of all phases of post-secondary school options.

Overall Qualifications:

- Bachelor's Degree in Education, Psychology or a related field.
- A Master's Degree in School Counseling or related field preferred.
- A Pupil Personnel Services Credential preferred.

Knowledge, Ability & Skills:

- Work well with children and communicate effectively.
- Exercise tact, patience, kindness and positive attitude.
- Be energetic and enthusiastic about children and respond appropriately.
- Establish and maintain friendly, cooperative and effective working relationships with learners, parents, facilitators, care team, and administration.
- Maintain confidentiality of learners and their records.
Demonstrate standards of moral character and behavior to serve as an effective role model for learners

Office Manager

The Office Manager at Empower Generations will be responsible for the following:

- Manage and maintain office professionally
- Greet parents, learners and other staff members
- Schedule appointments, classes and meetings
- Distribute and collect required documents.
- Develop or expand professional letters for distribution to parents and staff
- Perform general office duties including filing, copying, faxing, and answering phone calls
- Receive and organize daily mail
- Enroll any new-hire employees into the appropriate insurance groups
- Prepare all necessary agendas and information for meetings.
- Coordinate the collection and reporting of data to the California Department of Education
- Assist with any projects or special assignments as requested
 - Other duties as needed

Overall Qualifications (Desired/Preferred but not required)

- Associate Degree or higher
- Two years' experience, preferably in a school setting

Knowledge, Ability & Skills:

- Knowledge of educational systems
- Proficient in Microsoft Word and Excel
- Ability to use office machines proficiently
- Ability to compose communications from the School Director
- Ability to handle scheduling responsibilities and filing duties

Care Team

The primary role is to assist the guides in all facets of daily classroom management, including assisting with instruction, assessing students, preparing instructional materials, and other tasks.

Overall Qualifications (Desired/Preferred but not required)

- Associate Degree or higher or demonstrate proficiency on our Basic Skills Assessment

Knowledge, Ability & Skills:

- Demonstrate basic reading, writing and mathematical skills
- Experience working with youth
- Basic record keeping abilities
- Operating basic office equipment
- Ability to work with others

Compensation and Benefits

Empower Generations will compensate employees by individual negotiation utilizing salaries of employees in nearby school districts performing similar tasks and having similar responsibilities as a guide. Part-time guides will be compensated based on their teaching load. Empower Generations will provide its full-time employees options for participation in comprehensive health and welfare programs.

Employee Handbook

For additional information please see Appendix F, Employee Handbook

ELEMENT F (6): HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*
- The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.– Education Code Section 47605(c)(5)(F)*

Health, Safety and Emergency Operations Plan

Empower Generations shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

In order to provide safety for all students and staff, Empower Generations will continue to implement health and safety procedures and risk management policies in consultation with our insurance carriers and risk management experts. These policies shall be incorporated as appropriate into Empower Generations family guidebook and staff handbooks and shall be reviewed on an ongoing basis. These health and safety policies and procedures shall be made available to the District upon request. Empower Generations may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks)

and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

The following is a summary of the health and safety policies of Empower Generations:

Family Educational Rights and Privacy Act

Empower Generations, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Procedures for Background Checks

Employees and contractors of Empower Generations will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Prior to employment, all employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Empower Generations Human Resource Department shall monitor compliance with this requirement. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

Mandated Child Abuse and Neglect Reporting and Training

All non-certificated and certificated staff and contract employees (whose duties require contact with or supervision of students) and governing board members of the Charter School are designated as mandated child abuse reporters and will follow all applicable reporting laws, policies and procedures. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. Training in child abuse reporting laws will be provided to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

Empower Generations shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Empower Generations will adhere to Education Code Section 49423 regarding administration of medication in school. Empower Generation will maintain the required number and type of epinephrine autoinjectors on site and provide training to employee volunteers in the storage and use of epinephrine autoinjectors as required by Education Code Section 44691 and Business and Professional Code Section 4119.2. The Charter School shall store emergency epinephrine

autoinjectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Severe Allergic Reaction

Empower Generations will be equipped with trained staff to administer treatment for any student experiencing a severe allergic reaction in compliance with Education Code Section 49414.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis to the same extent as would be required if the learners attended a non-charter public school. Empower Generations will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by Empower Generations.

Diabetes

1. Empower Generations shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7.

Blood borne Pathogens

Empower Generations shall continue to meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Empower Generations shall maintain a drug, alcohol, and smoke-free workplace.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Empower Generations is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, ethnicity, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, genetic information, age, medical condition, marital status, sexual orientation, physical or mental disability, pregnancy, sex, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or received characteristics, or any other protected category. The Charter School has developed and adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Empower Generations (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very

serious and will be addressed in accordance with the adopted School-wide sexual harassment policy. Empower Generation complies with Education Code Section 234.6 by posting the required information on its website in a manner that is easily accessible to parents and guardians.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable,

and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. For grades 9-12, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Suicide Prevention Policy

Empower Generations has developed a suicide prevention policy in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, pursuant to Education Code Section 215. Empower Generations shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised. This policy is available on Empower Generations website as required by law.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of the students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

Human Trafficking Prevention

Empower Generations shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code Section 49381.

Menstrual Products

Empower Generations shall stock the school's restrooms at all times with an adequate supply of

menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Meals

Empower Generations shall provide breakfast and lunch free of charge during each school day to any pupil who attends a school site for two or more hours, is present during established meal period, and requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

Empower Generations shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

Empower Generations shall teach sexual health education and human immunodeficiency virus prevention education to learners in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51390, et seq.)

Bullying Prevention

Empower Generations will adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with learners.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

LGBTQ Resources Training

Through the completion of the 2029-30 school year, Empower Generations will use CDE resources designed to support lesbian, gay, bisexual, transgender, queer, and questioning pupils and provide an

annual one-hour training to facilitators and other certificated employees of the Charter School that serve pupils in grades 7 to 12 to increase support for LGBTQ pupils and thereby improve the overall school climate. Empower Generations shall maintain records documenting compliance with the foregoing training (Education Code Sections 218, 218.3).

Data Privacy

Empower Generations shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code Section 49073.6 with respect to maintenance of any information obtained from social media in its pupil records.

Health Safety and Emergency Plan

Empower Generations shall adopt a Health, Safety, and Emergency Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. Child abuse reporting procedures
- b. Routine and emergency disaster procedures, including for earthquakes, fires, terror threats, hostage situations, school lockdowns, evacuations, safety drills, and annual testing of sprinkler systems, fire extinguishers, and fire alarms
- c. Policies for learners who committed an act under Section 48915 and other Charter School designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. Procedures to notify teachers of dangerous learners pursuant to Education Code Section 49079
- e. A discrimination and harassment policy consistent with Education Code Section 200
- f. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. A safe and orderly environment conducive to learning
- i. Procedures on Charter School behavioral expectations and discipline adopted pursuant to Education Code Sections 35291, 35201.5, and 47605
- j. Procedures for conducting tactical responses to criminal incidents.
- k. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- o. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

All staff members will receive training on the Health, Safety, and Emergency Plan. The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire

Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Director and, if there is merit to the concern, the School Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Section 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board Members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

To the extent Empower Generations provides transportation to students, the Charter School shall comply with the requirements of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, related to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT G (7): MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605 (c)(5)(G)

In order to ensure a fair enrollment policy and a demographically diverse student body, Empower Generations has developed an aggressive outreach and marketing system and a lottery system that randomly selects learners from among all new applicants if the number of applicants exceeds the capacity of the school. We market to all Los Angeles County and adjacent county learners to try to achieve a balance of learners that is reflective of the general population residing within the District and the region as a whole, as well as the unique demographic of pregnant and parenting teens.

Empower Generations outreach plan is developed and updated annually with specific learner recruitment strategies that include, but are not necessarily limited to, the following elements or strategies to ensure a balance among students that is reflective of the general population residing within the territorial jurisdiction of the county:

- A variety of promotional and informal material are produced throughout the year that appeal to all of the various subgroups represented in the District
- Recruitment material is produced in English and in other languages to appeal to limited English proficient populations
- Targeted meetings in multiple communities to reach prospective students and parents
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education, EL, and interest groups represented in the district

- Key community partnerships for referrals to the school

Because we seek a targeted student population whose families may not be reachable by traditional means, Empower Generations plans to continue to utilize direct outreach strategies such as a website, social media, newspaper, direct mailings, and community meetings targeted in specific communities. Empower Generations also may use bus stop signage, church and community group bulletin boards in an effort to tailor outreach efforts to a diverse group of learners/families.

Meeting	Location	Date
Meeting with Parents and community	Empower Generations Charter School	On-going August through June (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Local High Schools	Review posted available dates and provide flyers, information and presence. (Eng/Spanish)
Community Organization	Neighboring organizations: Local Support Groups for Teen Parents, Kaiser Health Care, Antelope Valley Partners for Health, Women, Infants and Children, First Five, Public Health Department Various locations including parks, community events	Review posted available dates and provide flyers, Social Media, Digital information and presence. (Eng/Spanish)
Residents within the zip code	Post signs with school information	Review posted available dates and provide flyers, Social Media, Digital Information and presence. (Eng/Spanish)

Empower Generations will maintain an accurate accounting of the balance of students enrolled in the school through the school's student information system. Currently, Empower Generations has the following demographics as of submission of the petition:

Students by Gender	Total	% of Total
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Female	F	47	51.10%
Male	M	45	48.90%
Unspecified	X	0	0.00%
Total:		92	100.00%

Students By Ethnicity	Total	% of Total
Hispanic	35	38.00%
Not Hispanic	57	62.00%
Total:	92	100.00%

Students By Race	Total	% of Total
American Indian or Alaska Native	2	2.2%
Black or African American	43	46.70%
Filipino	2	2.2%
Hispanic or Latino	14	15.2%
Mexican American	8	8.70%
Other Asian	1	1.10%
Puerto Rican	4	4.3%
White	18	19.6%
Total:	92	100.00%

ELEMENT H (8): ADMISSIONS REQUIREMENTS

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Empower Generations shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of this charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Empower Generations shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Empower Generations shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Empower Generations is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Empower Generations shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Empower Generations shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Empower Generations shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Empower Generations may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter. Empower Generations shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

Empower Generations is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment in the Charter School is open to any resident of the State of California. Empower Generations enrolls all learners in grades seven through twelve; who

wish to attend to the extent that space allows. Preference will be given to pregnant and parenting teens.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

If the number of learners requesting admission exceeds the number of spaces currently available for admission, preference will be given to the groups of learners listed below and attendance will be determined by a public random lottery.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the school for any reason, including but not limited to academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

No Admission Testing

After enrollment, Empower Generations may conduct grade-level knowledge-based assessments, which allows the administrator or testing coordinator to assess the learners' readiness skills; however, such assessments will not be used as a means to prohibit or discourage certain learners from attending. These instruments aid in the development of

individualized learning plans for learners. Learners who are working below grade level or simply need a little extra help will receive specific instruction and goals in their Learning Plans to remediate deficiencies.

Application and Enrollment Process

Empower Generations has established an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

1. Outreach and marketing
2. Tour/orientation sessions for learners and parents
3. An admissions application period
4. An admissions lottery
5. Enrollment

Empower Generations may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process. Empower Generations has a standardized Intent to Enroll form required of all prospective learners. Included with the application form is website information which details the educational philosophy, discipline policy, and parent participation plan of Empower Generations. Parents/legal guardians must sign the Intent to Enroll form and will be encouraged to sign the information sheet signifying that they agree to abide by those policies should their child be admitted to the school.

Timeline for Subsequent Years of Admission

Applications for admission will be made available throughout the year and are due a week before the Spring lottery. Empower Generations will hold at least three tours and prospective family meetings prior to the lottery, so parents and learners can learn more about the school before they apply.

The Lottery and Priority Admissions

Parents will be notified of their learner's enrollment during May/June.

Returning learners from the prior year will retain admission status and will not go through the lottery process.

Preferences in the public random drawing shall be provided as follows:

1. Pregnant and Parent Teens
2. Sibling of existing learners
3. Children of Empower Generations employees and Board members, not to exceed 10% of enrollment
4. Students residing within the Authorizing District

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). After the public random drawing, a waiting list for future openings will be established in the same drawing. In the event that Empower Generations is oversubscribed, the District

shall make reasonable efforts to accommodate the growth of Empower Generations and in no event shall take any action to impede the Empower Generations from expanding enrollment to meet demand in accordance with Education Code Section 47605(e)(2)(C).

After admission but prior to enrollment, the following must occur:

- Parents are strongly encouraged to attend a parent tour/orientation
- Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination
- The registration packet shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending
- The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided
- A copy of any existing IEP for the student shall be provided
- Required procedures for the transition of students between Special Education Programs and SELPAs shall be followed as applicable

ELEMENT I (9): SUSPENSION /EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth or a foster child or youth in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice

shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I)

This policy and its rules and procedures have been established in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Family Guidebook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, Empower Generations has developed a complete set of student discipline policies and procedures which shall be distributed to each learner/parent as part of the Family Guidebook (see attached Section IV.3).

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, and suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to Empower Generations property.

The School Director shall ensure that learners and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer learners and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A learner identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's IEP mandates additional or different procedures for that student. Empower Generations will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such student.

Grounds for Suspension and Expulsion of Students

A learner may be suspended or expelled for any of the enumerated acts listed below if the act is related to a school activity or school attendance occurring at Empower Generations or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; or (d) during, going to, or coming from a

school-sponsored activity.

Suspension will be imposed only when other means of correction fail to bring about proper conduct. Other means of correction include, but are not limited to, the following:

1. A conference between school personnel, the learner's parent or guardian, and the learner.
2. Referrals to the school counselor, psychologist, attendance personnel, or other school support service personnel for case management and counseling.
3. Study teams, guidance teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the learner and his or her parents.
4. Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973.
5. Enrollment in a program for teaching prosocial behavior or anger management.
6. Participation in a restorative justice program.
7. A positive behavior support approach with tiered interventions that occur during the school day on campus.
8. After-school programs that address specific behavioral issues or expose learner to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

Instead of disciplinary action described herein, the School Director or designee may require a learner to perform community service on school grounds during non-school hours. "Community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instances where suspension or expulsion is required.

Enumerated Offenses

Discretionary Offenses – A student who has committed any of the following acts may be suspended or recommended for expulsion:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except in self-defense.
- c. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the School Director or designee.
- d. Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- e. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety

- Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- f. Committed or attempted to commit robbery or extortion.
 - g. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - i. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a learner of his or her own prescription products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - j. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - m. Possessed an imitation firearm, as defined in Section 48900(m) of the Education Code.
 - n. Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that learner from being a witness or retaliating against that learner for being a witness, or both.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q).
 - q. Engaged in an act of bullying, as defined in Section 48900(r) of the Education Code, including an act of bullying by means of an electronic act, as defined in Section 48900(r) of the Education Code.
 - r. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
 - s. Committed sexual harassment as defined in Section 212.5 of the Education Code. This section shall not apply to learners enrolled in Kindergarten and grades 1 to 3, inclusive.
 - t. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence as defined in Section 223(e) of the Education Code.
 - u. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or learners, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating an intimidating or hostile educational environment. This section shall not apply to learners enrolled in Kindergarten and grades 1 to 3, inclusive.
 - v. Made terroristic threats, as defined in Section 48900.7(b) of the Education Code, against school officials or school property, or both

Non-Discretionary Offenses – A student who has committed any of the following acts must be suspended and recommended for expulsion:

- a. Possessed, sold, or otherwise furnished a firearm.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committing a sexual battery as defined in Penal Code Section 243.4.
- e. Possessed an explosive.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded by an informal conference conducted by the School Director or designee with the student and whenever practicable, the guide, supervisor, or school employee who referred the student to the School Director. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

The conference may be omitted if the School Director or designee determines that an emergency situation exists or if the learner or his or her parent/guardian waives the right to a conference. An “emergency situation” involves a clear and present danger to the lives, safety, or health of learners or school personnel. If a learner is suspended without this conference, both the parent/guardian and learner shall be notified of the learner’s right to return to school for the purpose of a conference.

Notice to Parents/Guardians

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the learner. In addition, the notice may also state the date and time when the learner may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon the request of a parent or guardian, a guide shall provide a learner who has been suspended from school for two (2) or more school days with the homework that the learner would otherwise have been assigned. If a homework assignment that is turned into the guide either upon the learner's return to school from suspension or within the timeframe originally prescribed by the guide, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the learner's overall grade in the class.

Upon a recommendation of expulsion by the School Director or School Director's designee, the learner and the learner's guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. This determination will be made by the School Director or designee upon either of the following determinations: 1) the learner's presence will be disruptive to the education process; or 2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the School Director or designee. The Hearing Officer will be assigned by the presiding officer of the Board as needed, and shall be certificated and neither a teacher of the learner or a Board member. The Hearing Officer may expel any student found to have committed an expellable offense(s) listed above.

The decision to expel a learner will be based on the finding of one or both of the following:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the learner causes a continuing danger to the physical safety of the learner or others.

Expulsion Procedure

Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination. The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian in writing at least three (3) calendar days before the hearing date.

Written notice of the hearing shall be forwarded to the student and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of charter school's disciplinary rules which relate to the alleged violation
- Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the student seeks enrollment
- The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the learner committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to his/her educational program.

Written Notice to Expel

The School Director or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the learner
- Notice of the learner's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the learner's status with Empower Generations

The School Director or designee shall send written notice of the decision to expel to the learner's district of residence. This notice shall include the following:

- The learner's name
- The specific offense committed by the learner

Upon expulsion from the charter school, learners will attend school pursuant to the procedures of their district of residence pertaining to expelled learners.

Disciplinary Records

Empower Generations shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

No Right to Appeal

The learner shall have no right of appeal from expulsion from Empower Generations as the Hearing Officer's decision to expel shall be final.

Expelled Learners/Alternative Education

Learners who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their county or school district of residence. Empower Generations will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.

Rehabilitation Plans

Learners who are expelled from Empower Generations may be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or designee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the learner may reapply to the School for readmission.

Readmission

The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the School's capacity at the time the learner seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Student with Disabilities

Notification of District and/or SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who Empower Generations would be deemed to have knowledge that the student had a disability.

Services During Suspension

Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, an IEP Team or Section 504 Team meeting shall be called. During that meeting, Empower Generations, the parent, and relevant members of the IEP Team or Section 504 Team shall review all relevant information in the learner's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If Empower Generations, the parent, and relevant members of the IEP Team or Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Empower Generations, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and Empower Generations agree to a change of placement as part of the modification of the behavioral intervention plan.

If Empower Generations, the parent, and relevant members of the IEP Team or Section 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or 504 Plan, then Empower Generations may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals and 504 Appeals

The parent of a learner with a disability who disagrees with any decision regarding placement or the manifestation determination, or Empower Generations if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a learner with a 504 Plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process developed by Empower Generations.

When an appeal relating to the placement of the learner or the manifestation determination has been requested by either the parent or the Charter School, the learner shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Empower Generations agree otherwise.

Special Circumstances

Empower Generations personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a learner to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a learner:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The learner's interim alternative educational setting shall be determined by the learner's IEP Team or Section 504 Team.

Procedures for Learners Not Yet Eligible for Special Education Services

A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Empower Generations had knowledge that the student was disabled before the behavior occurred.

Empower Generations shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Empower Generations supervisory or administrative personnel, or to one of the child's teachers, that the learner is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's guide, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director or to other Charter School supervisory personnel.

If Empower Generations knew or should have known the learner had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Empower Generations had no basis for knowledge of the learner's disability, it shall proceed with the proposed discipline. Empower Generations shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Empower Generations pending the results of the evaluation.

Empower Generations shall not be deemed to have knowledge that the learner had a disability if the parent has not allowed an evaluation, refused services, or if the learner has been evaluated and determined to not be eligible.

Involuntary Removal

No learner shall be involuntarily removed by Empower Generations for any reason unless the parent or guardian of the learner has been provided written notice in-person and/or by mail of intent to remove the learner no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the learner or the learner's parent or guardian and shall inform the learner, the learner's parent or guardian, of the basis for which the learner is being involuntarily removed, and the learner's parent/guardian's right to request a hearing to challenge the involuntary removal. If a learner's parent/guardian requests a hearing, the learner will remain enrolled at Empower Generations until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not

include removals for misconduct which may be grounds for suspension or expulsion as enumerated above. Students may involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the learner's independent study written agreement pursuant to Education Code Section 51747(g).

ELEMENT J (10): RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — California Education Code Section 47605(c)(5)(J)

Certificated Employees

Qualified certificated staff members participate in the California State Teachers' Retirement System (CalSTRS). Certificated employees contribute the required percentage of their salary and Empower Generations contributes the employer's required amount. The Charter School currently contracts with LACOE to provide reporting and processing of CalSTRS information services to comply with California Education Code Section 47611.3. LACOE forwards withholdings to the CalSTRS as required.

Non-Certificated Employees

All non-certificated staff members participate in Federal Social Security. Social Security taxes are deducted from employee salaries, and Empower Generations contributes the required employer's share.

Empower Generations reserves the right to make alternative arrangements for retirement benefits, such as a 403(b) plan, in a manner consistent with applicable state and federal law. This responsibility may be supported by a service provider, as designated by the iLEAD California Charters 1 Board.

ELEMENT K (11): ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(K)

Public School Alternatives for Learners Who Do Not Choose the Charter School

No learners may be required to attend Empower Generations. Learners who choose not to attend Empower Generations may attend a school within their school district of residence or another school district in accordance with applicable law and any applicable intra- and inter-district transfer policies. Parents and guardians of each learner enrolled in Empower Generations shall be informed on admissions forms that the learners have no right to admission to a particular school of a local education agency as a consequence of enrollment in Empower Generations, except to the extent that such a right is extended by the local education agency.

ELEMENT L (12): RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: “The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(L).)

Those members of the charter school staff who leave employment in the District to work at Empower Generations shall not have any right to return to employment within the District without prior consent by the District.

Employees of Empower Generations who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of Empower Generations.

District employees cannot be required to work at Empower Generations, nor can the District require Empower Generations to hire District employees.

Empower Generations has comprehensive personnel policies and procedures (See Section IV.3), approved by the iLEAD California Charters 1 Board of Directors that will be provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to reserving a safe and harmonious work environment.

ELEMENT M (13): DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M)

Disputes between the Charter School and the District

Empower Generations recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. Empower Generations is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between the school and the District, the complaining party agrees to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent, or his/her designee, and the Empower Generations School Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Empower Generations School Director and the District Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District Superintendent of the district and the Empower Generations School Director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the School Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The Superintendent and School Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. Empower Generations and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Oversight, Reporting, and Revocation

The District may inspect or observe any part of the charter school at any time. With only occasional exceptions, the District will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the District believes it has cause to revoke this charter, the District agrees to follow the notice, opportunity to cure, and other procedures and timelines for charter revocation provided under Education Code section 47607 and other applicable law. Empower Generations agrees to respond promptly to all reasonable inquiries from the District, including inquiries regarding its financial records.

The District Board of Education agrees to receive and review Empower Generations’s annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the District must notify the Board of Directors of Empower Generations if it considers the charter school to not be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the District’s conclusions.

Internal Disputes

Any dispute arising within Empower Generations, whether among or between learners, staff, parents/guardians, partnering organizations or Board members, shall be resolved pursuant to the

policies and processes adopted by the iLEAD California Charters 1 governing board.

In the event that the District receives a complaint directly regarding the school's operations, the District agrees to refer said complaint to the School Director for resolution in accordance with the school's policies and procedures, unless otherwise prohibited by law (e.g. child abuse reporting).

ELEMENT N (14): SCHOOL CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. – California Education Code Section 47605(c)(5)(N)

Closure of Empower Generations will be documented by official action of the iLEAD California Charters 1 Board of Directors. The action will identify the reason for closure and identify an entity, person, or persons responsible for closure-related activities.

Empower Generations will promptly notify the parents or guardians of all learners, the District, the county office of education, the school's SELPA, the retirement systems in which the School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the learners' school districts of residence; and the manner in which parents or guardians may obtain copies of learner records, including specific information on completed courses and credits that meet graduation requirements.

Empower Generations will ensure that the notification to the parents and learners of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Empower Generations.

Empower Generations will also develop a list of learners in each grade level and the classes they have completed, together with information on the learners' districts of residence, which they will provide to the entity /person(s) responsible for closure-related activities.

As applicable, Empower Generations will provide parents, learners and the District with copies of all appropriate learner records and will otherwise assist learners in transferring to their next school. Original records for each learner will be forwarded to the district in which the learner resides. All transfers of learner records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. All other records of Empower Generations shall be transferred to the District upon Empower Generations closure. If the District will not or cannot store the records, Empower Generations shall work with the District or County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will also be transferred to and maintained by the entity or person(s) responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, Empower Generations will prepare final financial records. Empower Generations will also have an independent audit completed within six months after closure. Empower Generations will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant who is selected by Empower Generations, who also has educational institution audit experience, and who appears on the State Controller's published list as an approved

educational audit provider. The audit will be provided to the District promptly upon its completion. The final audit will include: an accounting of all financial assets, including cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to Empower Generations.

Empower Generations will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Empower Generations, all assets of Empower Generations, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Empower Generations, will remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of Section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Empower Generations closure to the District. Empower Generations shall return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Empower Generations will also return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Empower Generations shall remain solely responsible for all liabilities arising from the operation of Empower Generations.

As Empower Generations is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of Empower Generations, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, including the filing of a final tax return.

The closure procedures identified above will be funded by Empower Generations’s reserves or other unrestricted funding sources.

MISCELLANEOUS CHARTER PROVISIONS

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. – California Education Code Section 47605(h)

As an operator of public charter schools, Empower Generations understands the unique financial challenges facing charter schools throughout this country. Although charter schools receive similar ADA and federal funding as their traditional public school counterparts, they do not have capital budgets for their facilities. Therefore, they must acquire financing or enter into leases in order to provide a facility. Because charter schools are new entities without financial strength and credit history during their start-up phase, this process can be very challenging.

Additionally, charter schools often build their enrollment over time. Because families choose charter schools (as opposed to being assigned by local school districts) it's not uncommon for enrollment to be relatively low during early years of operation and higher in subsequent years. Many charter schools find the first years of operation to be financially challenging, especially when you combine initial lower revenues with start-up expenses and the capital investments required for such things as textbooks, furniture and computers.

In spite of these challenges, Empower Generations has a track record of operating in a financially successful fashion. We currently serve over 800 students. We see the school's financial success being just as important as its academic success. As a nonprofit organization, our financial goals are modest, meaning that our school does not need to produce large surpluses. However, Empower Generations's economic sustainability is critical to fulfilling its ongoing mission of serving the community.

This is also why we've put a lot of time and effort into planning for the long-term financial success of Empower Generations. Empower Generations is keenly aware of the currently available state and federal funding sources for California charter schools. We have developed our revenue budget on a conservative base and also have consciously built-in an ending balance and fund reserves at a 4% or greater reserve level. This reserve will build over time with the goal of having 3 months expenditures in reserve for economic uncertainty.

Attached, please find Empower Generations's financial statements, including budget, budget assumptions (Section II.2) and cash flow (Section II.1) for the next five years of operation. These documents are based upon the best data available to Empower Generations at this time, including the most recent financial projections under the Local Control Funding Formula. The enrollment and/or ADA projections in these documents are for illustrative purposes only and may need to be revised based on operational needs.

Empower Generations shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and may provide additional fiscal reports as requested by the District:

- On or before July 1, a preliminary budget
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of Empower Generations's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Empower Generations's receipts and expenditures for the preceding fiscal year
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1

B. Insurance Requirements and Indemnification

Empower Generations shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by Empower Generations's insurer. The District shall be named as an additional insured on all policies of Empower Generations. Empower Generations shall furnish to the District upon request certificates or evidence of such insurance.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

Hold Harmless/Indemnification Provision

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of Empower Generations. Empower Generations shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the

District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h)

Empower Generations shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through employees of the Charter School or an appropriately qualified vendor. Empower Generations complies with Education Code section 47604(b), in that Empower Generations shall not operate as, or be operated by, a for-profit entity.

Empower Generations may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between Empower Generations and the District and subject to District availability and willingness to provide such services.

D. Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).

Empower Generations has operated at the following address since 2017:

Empower Generations
43301 Division Street #305
Lancaster, CA 93535

Empower Generations will open a second independent study learning studio at:

The Boys & Girls Club Burbank and Greater East Valley
300 E Angelino
Burbank, CA
91502

Any building maintenance, replacement, or expansion will be conducted in accordance with all applicable laws and the costs will be reflected in Empower Generations's budget.

E. Transportation

Empower Generations does not plan, at this time, to provide home to school transportation to its learners except as may be required under the Individuals with Disabilities in Education

Improvement Act for students with disabilities as required by an IEP, or under other applicable law. If the need for transportation arises, the school will consider it at that time.

F. Food Service

Empower Generations will determine each year, based on the needs of the enrolled student population, if the population would benefit from participating in the National School Lunch Program. If the school chooses to participate in the National School Lunch Program, it will abide by all applicable state and federal laws and program requirements.

Empower Generations follows their Board approved Student Wellness Policy. Empower Generations has adopted a wellness policy that is in line with the federal requirements and that promotes lifelong wellness. Empower Generations is committed to creating a healthy school environment that allows learners to take full advantage of the educational programs offered.

Empower Generations complies with Education Code Section 47613.5 regarding nutritionally adequate free or reduced-price meals for needy learners.

G. Attendance Accounting

Empower Generations has implemented an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

H. Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of Empower Generations not to exceed one percent (1%) of the revenue of the charter school. If Empower Generations is able to obtain substantially rent free facilities from the District, the District may charge for the actual costs of supervisory oversight of Empower Generations not to exceed three percent (3%) of the revenue of the charter school.

I. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(h).

Empower Generations is operated by a California nonprofit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or

obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Empower Generations shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; encourage the use of different and innovative teaching methods; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the district with the strongest possible renewal petition requesting a five-year charter term.

4917-8047-8924, v. 2

Empower Generations - Payment Register

Location: 115--Empower Generations

Period: 06/11/2026 - 09/09/2026

Created on: 09/10/2026



Date	Vendor ID	Vendor Name	Amount
06/11/26	NATI000	National Benefit Services	\$375.76
06/11/26	PSAD000	PS Administrators	\$60.00
06/11/26	RAMP115	Ramp	\$410.77
06/15/26	VENB000	Venbrook Insurance Services	\$809.11
06/16/26	AMAZ100	Amazon Capital Services (iCA)	\$2,099.93
06/16/26	BAY115B	Bay Alarm Company 1072	\$457.56
06/16/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$576.39
06/16/26	MCCA000	McCalla Company	\$404.31
06/16/26	PSAD000	PS Administrators	\$498.00
06/16/26	GAS115C	SoCalGas 3237	\$52.76
06/16/26	ILEA300	iLEAD California	\$54.45
06/16/26	ILEA300	iLEAD California	\$3,981.00
06/16/26	ILEA300	iLEAD California	\$2,069.00
06/16/26	ILEA300	iLEAD California	\$508.29
06/29/26	AMAZ100	Amazon Capital Services (iCA)	\$10,804.29
06/29/26	AVEX000	Antelope Express	\$1,937.50
06/29/26	ANTE006	Antelope Valley Community College District	\$1,750.00
06/29/26	CIGN001	Cigna Healthcare	\$101.33
06/29/26	CIGN000	Cigna Healthcare	\$323.89
06/29/26	CUMU000	Cumulus Global	\$407.20
06/29/26	IRVI000	Holy Renaissance	\$10,350.00
06/29/26	KAIS000	Kaiser Foundation Health Plan	\$2,662.64
06/29/26	PSAD000	PS Administrators	\$7.90
06/29/26	PURE000	Pure Oasis Water	\$33.75
06/29/26	STAP001	Staples Advantage	\$72.79
06/29/26	ILEA300	iLEAD California	\$445.47
06/30/26	SAND006	Aylin Sandoval	\$177.95
06/30/26	IMAG001	Image 2000, Inc	\$98.65
06/30/26	NATI000	National Benefit Services	\$375.76
06/30/26	SCHO009	School Pathways LLC	\$875.00
06/30/26	THEA008	The Abbey Company	\$16,140.47
06/30/26	TOTA000	Totally Promotional	\$1,031.29
07/01/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$11,882.73
07/03/26	MUTU001	Mutual of Omaha Insurance Company	\$35.45
07/03/26	PURE000	Pure Oasis Water	\$55.25
07/03/26	EDI115B	Southern California Edison 9022.	\$1,267.26
07/09/26	EDTE000	EdTech 101	\$20,061.90
07/09/26	NATI000	National Benefit Services	\$375.76
07/09/26	PURE000	Pure Oasis Water	\$21.50
07/09/26	SCHO033	School Outfitters	\$1,994.09
07/09/26	GAS115C	SoCalGas 3237	\$39.12

Date	Vendor ID	Vendor Name	Amount
07/09/26	ILEA300	iLEAD California	\$1,488.82
07/09/26	ILEA300	iLEAD California	\$382.75
07/11/26	RAMP115	Ramp	\$3,373.31
07/14/26	VENB000	Venbrook Insurance Services	\$1,139.53
07/17/26	AMAZ100	Amazon Capital Services (iCA)	\$3,142.78
07/17/26	CCSA000	California Charter School Association	\$1,551.00
07/17/26	CHRI006	Christy White, Inc,	\$1,600.00
07/17/26	PSAD000	PS Administrators	\$7.90
07/17/26	PURE000	Pure Oasis Water	\$5.00
07/17/26	SCHO009	School Pathways LLC	\$937.01
07/20/26	CIGN003	Cigna Health and Life Insurance Company	\$1,401.22
07/22/26	CIGN000	Cigna Healthcare	\$323.89
07/22/26	DEPT010	Department of the Treasury	\$17.35
07/22/26	HESS000	Hess and Associates Inc	\$45.00
07/22/26	IMAG001	Image 2000, Inc	\$98.65
07/22/26	KAIS000	Kaiser Foundation Health Plan	\$2,662.64
07/22/26	MUTU001	Mutual of Omaha Insurance Company	\$35.45
07/22/26	NONS000	Nonstop Administration & Insurance Services, Inc.	\$1,546.03
07/31/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$5,484.19
08/03/26	AMAZ100	Amazon Capital Services (iCA)	\$2,094.41
08/03/26	AVEX000	Antelope Express	\$1,368.75
08/03/26	NATI000	National Benefit Services	\$379.28
08/03/26	PSAD000	PS Administrators	\$24.36
08/03/26	PACI011	Pacific OneSource, Inc	\$1,428.00
08/03/26	SCHO009	School Pathways LLC	\$2,515.58
08/03/26	EDI115B	Southern California Edison 9022.	\$1,045.03
08/03/26	THEA008	The Abbey Company	\$15,750.04
08/07/26	AMAZ100	Amazon Capital Services (iCA)	\$693.67
08/07/26	CHRI006	Christy White, Inc,	\$3,375.00
08/07/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$107.88
08/10/26	ILEA300	iLEAD California	\$275.49
08/11/26	RAMP115	Ramp	\$372.47
08/20/26	NATI000	National Benefit Services	\$379.28
08/20/26	NONS000	Nonstop Administration & Insurance Services, Inc.	(\$1,546.03)
08/21/26	AMAZ100	Amazon Capital Services (iCA)	\$569.94
08/21/26	BRIG000	Bright Thinker Inc.	\$1,500.00
08/21/26	KAIS000	Kaiser Foundation Health Plan	\$2,879.94
08/21/26	PSAD000	PS Administrators	\$7.90
08/21/26	PACI011	Pacific OneSource, Inc	\$43.00
08/21/26	PURE000	Pure Oasis Water	\$33.50
08/21/26	GAS115C	SoCalGas 3237	\$26.43
08/21/26	VENB000	Venbrook Insurance Services	\$430.16
08/24/26	IMAG001	Image 2000, Inc	\$98.65
08/24/26	NONS000	Nonstop Administration & Insurance Services, Inc.	\$1,546.03
08/24/26	STAP001	Staples Advantage	\$227.09

Date	Vendor ID	Vendor Name	Amount
08/27/26	CIGN003	Cigna Health and Life Insurance Company	\$1,401.22
08/28/26	CIGN000	Cigna Healthcare	\$308.46
08/28/26	MCCA000	McCalla Company	\$629.04
08/28/26	STAP001	Staples Advantage	\$23.50
08/28/26	LAMA000	The Lamar Companies	\$1,500.00
08/28/26	ILEA300	iLEAD California	\$457.41
08/28/26	ILEA300	iLEAD California	\$343.62
08/28/26	ILEA300	iLEAD California	\$403.86
08/31/26	APPL000	Apple Inc	\$7,803.19
08/31/26	NATI000	National Benefit Services	\$379.28
08/31/26	ILEA300	iLEAD California	\$400.97
08/31/26	ILEA300	iLEAD California	\$426.96
09/01/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$12,453.06
09/01/26	NORT000	Northwest Evaluation Association (NWEA)	\$1,215.00
09/01/26	ILEA300	iLEAD California	\$12,556.44
09/01/26	ILEA300	iLEAD California	\$10,190.25
09/01/26	ILEA300	iLEAD California	\$15,152.01
09/03/26	EDI115B	Southern California Edison 9022.	\$1,444.66
09/03/26	THEA008	The Abbey Company	\$15,750.04
09/04/26	CIGN003	Cigna Health and Life Insurance Company	\$1,632.62
Total			\$241,026.23

Empower Generations - Payment Register Summary

Location: 115--Empower Generations

Period: 06/11/2026 - 09/09/2026

Created on: 09/10/2026



GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	\$10,278.65
3402	Health & Welfare Benefits - Classified positions	\$1,183.43
4110	Core Curriculum - Texts, Workbooks, etc	\$1,000.00
4120	Core Curriculum - Software & Programs	\$1,215.00
4210	Professional Development References	\$655.65
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	\$9,243.49
4325	Custodial Supplies	\$1,033.35
4340	Office Supplies	\$656.95
4410	Classroom Furniture & Equipment	\$1,994.09
4430	IT Equipment & Supplies	\$39,786.03
5210	Travel for PD, Conferences, & School Development	\$875.00
5230	Conference & Workshop Registration Fees	\$1,750.00
5310	Professional Dues, Memberships, and Subscriptions	\$1,551.00
5410	Liability Insurance	\$6,050.00
5510	Utilities - Electricity	\$3,756.95
5520	Utilities - Gas	\$118.31
5610	Rent - Facilities Rent and CAM Charges	\$31,500.08
5801	Professional Services - Service Fees	\$15.80
5804	Professional Services - Auditing & Tax Preparation	\$4,975.00
5805	Professional Services - Payroll Fees	\$2,032.82
5806	Professional Services - Consultant Fees	\$45.00
5808	Professional Services - Legal Fees	\$684.27
5822	Operating Expenditures - Licenses & Other Fees	\$54.45
5827	Operating Expenditures - Other Benefit Fees	\$25.25
5829	Operating Expenditures - Events	\$177.95
5830	Operating Expenditures - Marketing & Advertising	\$3,772.34
5850	Student Services Expenditures - Student Information System	\$3,452.59
5852	Student Services Expenditures - Special Education Contracted Services	\$37,898.70
5853	Student Services Expenditures - Student & Group Activities	\$13,656.25
9310	Prepaid Expenditures (Expenses)	\$25,346.18
9535	Retirement Liability	\$29,819.98
9536	403b Payable	\$2,265.12
9548	Credit Card Payable - EG	\$4,156.55
Total		\$241,026.23