

Eagle Collegiate Academy



Charter Petition

**Submitted to the
Acton-Agua Dulce Unified School District**

By

Eagle Collegiate Academy Board of Directors

February 28, 2017

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Affirmations and Assurances

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public charter school to be named Eagle Collegiate Academy (“ECA” or the “Charter School”), to be operated by Eagle Collegiate Academy, and to be located within the geographic boundaries of the Acton- Agua Dulce Unified School District (the “District” or “AADUSD”), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, ECA will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- ECA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605 (c)(1)]
- ECA shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- ECA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ECA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ECA shall admit all students who wish to attend the Charter School, and who submit a timely application, unless ECA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to ECA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of ECA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ECA shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ECA shall 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.

- ECA shall 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)]
- ECA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(1)]
- ECA shall at all times maintain all necessary and appropriate insurance coverage.
- ECA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction and days per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves ECA without graduating or completing the school year for any reason, ECA 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 a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- ECA 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)]
- ECA shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- ECA shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ECA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- ECA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- ECA shall comply with the Family Educational Rights and Privacy Act.
- ECA shall comply with the Public Records Act.

- ECA shall comply with the Ralph M. Brown Act.
- ECA shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Lead Petitioner's Signature

Date

Introduction

Upon approval, this petition establishes Eagle Collegiate Academy, ECA, as a co-educational charter school operated as a California nonprofit public benefit corporation for educational and charitable purposes. ECA intends to locate and operate within and under the jurisdiction of the Acton-Agua Dulce Unified School District, with support services, if any, designated and delineated through a mutually agreed upon Memorandum of Understanding (MOU). ECA will provide a voluntary public educational choice for parents with students in grades PreK-12 who choose to have their children educated in an alternative learning environment.

The charter school will deliver a rigorous educational instruction, exceptional targeted support for students, and relevant assessment tools that will ensure that students make adequate progress toward the attainment of ECA's school-wide outcomes, based primarily on Common Core State Standards (CCSS) and 21st Century student outcomes. ECA's goal is to offer an appropriate and personalized academic and extracurricular program that is differentiated to meet students' unique and individual needs outside of the traditional public school setting.

Eagle Collegiate Academy's PreK-12 instructional program will provide an on-going vertical articulation from one grade level to the next designed to develop and sustain literacy across the disciplines. Students, especially from the under-represented population, will be provided with a variety of successful research based learning paradigms that will allow them to equitably and successfully access instruction regardless of their socio-economic, cultural, and linguistic backgrounds.

Eagle Collegiate Academy will become a college and career preparatory International Baccalaureate (IB) school that approaches teaching and learning holistically from the Primary Years Program (PYP), to the Middle Years Program (MYP) and to the Diploma Program (DP) in high school. IB's multicultural and inclusive programs incorporate the 21st century skills, are infused with keys to literacy and embedded with resilience skills to ensure that students achieve mastery of concepts taught.

Results of research conducted by Gordon, M., VanderKamp, E., and Halic, O. for IB Global Research show that DP students in Title 1 and non-Title 1 schools perform at the same level, and that achievement for low-income DP students in Title 1 schools is only 3% lower than their peers. However, the same students performance is 33% higher than low-income students in non-IB public schools. For African American DP students in Title 1 schools, 85% enroll in college immediately after graduation. This is the highest rate for postsecondary enrollment among the study's ethnic groups. Hispanic DP graduates from Title I schools have an enrollment rate of 82%.

The findings from the 2011 research about the postsecondary experiences of Chicago Public Schools graduates by Coca, V., D. Johnson, and T. Kelley-Kemple also found that DP graduates enrolled in colleges upon graduation, persisted for two years in college, were confident in their academic abilities, and kept up with their peers. Chicago Public Schools IB program have transformed students from economically and socially disadvantaged backgrounds into world-class learners with excellent academic skills. ECA plans to arm all

students, especially those from traditionally low socioeconomic background with skills and confidence to be successful in college and career.

Eagle Collegiate Academy's robust academic program is designed to develop the "whole child" by empowering students to take ownership in their learning in a vibrant, diverse, collaborative and caring teaching and learning environment geared towards producing lifelong learners who are academically and socially equipped to compete globally at the postsecondary educational level and in the workforce because they are nurtured by teachers, staff and a school community that maintain the highest standards for themselves while they encourage their students to excel. In order to bring about this vision to reality, ECA plans to open with grades preK-8 students. ECA plans to have a 20:1 student-teacher ratio in grades TK-6th designed to increase the level of student engagement and voice. ECA plans to maintain the 20:1 student-teacher ratio in grades TK-6th depending on recruiting outcomes relating to the number and grade range of interested students; and the number of classrooms available in the facilities the school attains.

Eagle Collegiate Academy proposes a school where students and adults from differing perspectives and backgrounds are welcome. Different opinions and learning styles are encouraged, respected and freely expressed in an inclusive community that enriches teaching and learning. ECA will accomplish this by ensuring that all students have equal access to every aspect of the Charter School's programs; by allocating appropriate financial resources; and by teaching students the importance of diversity in society and in our lives.

Eagle Collegiate Academy will enthusiastically recruit a diverse population of scholars that represents the social, economic and ethnic diversity of the surrounding neighborhoods. ECA anticipates opening in Fall 2017.

Required Teacher Signatures (EC Section 47605)

Eagle Collegiate Academy Board of Directors have collected eleven petition signatures from teachers meaningfully interested in teaching at the school to meet the requirements for EC Section 47605(a). ECA plans to open with 10 core teachers, 1 PE teacher and 1 PreK teacher. ECA also plans to open with part-time Korean, Spanish and Art teachers, and an Education Specialist.

Eagle Collegiate Academy's Board of Directors

The founding Board members of Eagle Collegiate Academy make up a very talented and steadfast team of successful highly skilled and experienced professionals with the necessary skills and tenacity to develop, sustain and grow a successful school. The following people are the founding board members of ECA:

Donald Rimac, Ed.D., President

Dr. Donald Rimac is a retired school administrator with a myriad of California public school district and County Office of Education assignments both in Southern and Northern California including high school principalship and central office Director level responsibilities. He has developed and implemented curriculum, hired and supervised staff for multiple programs for the comprehensive and continuation high schools, and vocational schools including 25 districts of the Los Angeles County Office of Education Regional Occupational Program (LACOROP). Dr. Rimac managed one of the most successful Welfare to Work Programs in the nation training 24,000 welfare recipients per year for entry-level employment in the GAIN Program with a 50% job placement rate after training.

Dr. Rimac has been an active member of the Santa Clarita Valley community and beyond for over 40 years, serving as a founding member of the Board of the SCV Food Pantry, Board member of the SCV Association to Aide Victims of Domestic Violence, appointed Parks and Recreation Commissioner for the City of Santa Clarita, and as a member of the Governing Board of the Personnel Commission of the William S. Hart USD for 20 years, for matters of the Classified Staff for the Hart District.

Jon Bek, Vice President

Jon Bek spent 25 years working in information technology (IT), and transitioned to higher education full time in 2011, teaching Computer Information Systems. He began teaching Business Information Systems and Computer Science classes at the university level in 2004. His instructional experience covers a broad selection of Information Systems topics, including systems analysis, database, programming, web and e-commerce technologies, hardware, software, and networking. Jon's professional experience includes 14 years with a major oil company in a variety of IT-related roles and environments, including refining, marketing, retail operations, and corporate headquarter operations. He also has nearly four years experience in IT systems audit and control, serving as Senior IT Auditor for the California Institute of Technology, including NASA's Jet Propulsion Laboratory operated by Caltech under NASA contract.

Mr. Bek served the Los Angeles Unified School District's Information Technology Division as a Senior Technical Project Manager, providing project management of various enterprise integrated application system projects for 6 years. An example is the Central Library Automated System (CLAS), which served over 600 school sites and 700,000 students. Jon earned a Master of Science degree in Information Systems from the School of Business and Economics of the California State University, Los Angeles, a Baccalaureate of Science degree in Computer Science from the School of Natural and Social Sciences at that same institution, and an Associate of Science degree in Electronics Engineering Technology from ITT

Technical Institute. He earned a Computer Information Systems Auditor certification in 2004, and holds a Certificate in On-line Teaching from Cerro Coso Community College. Jon's interests include family, teaching, and continuous learning in the information and computer sciences, and educational technology.

Ben Geronimo, Chief Financial Officer

Ben has over 35 years of experience in public and private accounting and in the financial sector in general. Ben has worked in the banking, property management and credit industries in various capacities. Prior to his migration to the United States, he held various junior executive positions in a well known established commercial bank in the Philippines. Ben spent 26 years in various financial positions with Los Angeles Unified School District, LAUSD, where he retired as a Senior Financial Manager. During his employment with LAUSD, he served as a financial manager for a community adult school, a junior high school and a senior high school. Ben has a BS Degree in Business Administration and Accounting.

Ndubuisi Oguejiofor, Director

ND is a community Pharmacist with over 30 years professional experience in the field of Pharmacy within the United States and United Kingdom. He has worked with government entities and corporations such as Rite-Aid and CVS as a Pharmacist. ND is the president/Pharmacist in Charge for the startup pharmacy he developed, owns and operates as a retail community Pharmacy. He has extensive experience in management, budgeting, payroll, staffing and startups and will bring the operational business experience and knowledge to the team. ND has a Masters of Science (MS) degree (with Distinction) in Pharmaceutical Analysis & Quality Control from Kings College, University of London, England. ND enjoys swimming, soccer, traveling and reading. ND is married to a teacher with two children. They have lived in the Santa Clarita Valley since 2001.

Ogo Okoye-Johnson, Ph.D., Secretary

Dr. Ogo Okoye-Johnson is a dynamic, visionary, results oriented PreK-16 instructional leader, and writer who believes that all students can learn. She has over 20 years experience in the field of education as an English teacher, a college assistant professor who taught primarily pre-service teachers and teachers in the credential programs, and a school administrator. Ogo is very experienced in curriculum, instruction, assessment, management, personnel, finance, and school operations in traditional public school, alternative school, charter school and international school settings. A strength is her ability to collaborate with students, parents, school staff, district staff, outside experts, and members of the general public in order to improve student achievement, increase school finances, manage change and facilitate overall school improvement.

Dr. Okoye-Johnson as an avid multicultural education practitioner, recognizes the essential relationship between the cultural background of students and their academic success. She created programs designed to assist teachers in understanding the various learning styles of their students from a multicultural perspective. She developed and conducts workshops on multicultural education, learning styles, and culturally relevant and responsive pedagogy for K-12 students, college students, teachers and community members. Social justice is the cornerstone of Dr. Okoye-Johnson's various research endeavors in the field of education

addressing the academic achievement and health of students. She has published scholarly articles on multicultural education; and on Standard English Learners in journals. Her scholarly research and articles have been cited many times in publications such as Journal of Black Studies, Sage Open, The Sage Handbook of Curriculum, Pedagogy and Assessment, and most recently to justify the successful development and offering of ethnic studies courses to students in the San Diego School District. Dr. Okoye-Johnson is very passionate about eliminating the achievement and opportunity gaps that impede the academic progress of students; and about providing rigorous cutting-edge innovative 21st century education that would ensure that K-12 students graduate college and career ready. Ogo holds a Ph.D. in Urban Services/Urban Education from Old Dominion University in Virginia, with expertise in instructional leadership, curriculum writing and staff development. She is an active long-time resident of the Santa Clarita Valley where she has served on the board and committees of community organizations.

Eliodoro Palarca, Director

Ely retired after more than 30 years of professional experience in software development. Ely is a software Engineer familiar with wireless applications in design and integration. He was responsible for design, code, test and implementation of system requirements. Ely has a Bachelor of Science in Electrical Engineering from the Mapua Institute of Technology in Manila, Philippines and took software extension courses at University of California Los Angeles (UCLA). Ely brings technology competencies, computer hardware and software knowledge, and entrepreneurship to the team. Ely is married with two daughters. He is active in the Filipino community. Ely and his family have lived in the Santa Clarita Valley since 2002.

Rita E. Zelaya, Parent Director

Rita has been working with the Behavior Education Services Team (B.E.S.T) since 2008. She has been member for six years at the California Consortium for Behavior Analysis (CCBA) and served one year as the Chairperson of the Insurance Education Committee. Rita has a Bachelor's degree in Psychology from the University of Phoenix and is pursuing both her Master's degree in Applied Behavior Analysis, ABA and BCBA certification from Florida Technology Institute. As VP of Operations, she successfully applies her leadership skills and entrepreneurship experience to lead the company's daily operation.

At the beginning of her career, Rita identified the need to serve the Hispanic community after attending Parent Orientation in North Los Angeles County Regional Center. She immediately implemented a plan to open a Spanish-speaking division. Presently, this division is successfully serving children and is staffed by Spanish speaking professionals, enabling B.E.S.T to meet the diverse needs in the Hispanic population. Rita's most recent accomplishments are the negotiation of rates with health insurance plans, the contracting with major health insurance groups, Medi-cal Manage Health plans, and the navigation through complex group plans for families to obtain ABA therapy. In 2014, Rita was promoted to VP of Operations and successfully expanded services to underserved cities by opening virtual administration offices to sustain expansion growth.

Rita's personal experience supplements her professional credentials. She successfully fought the complicated process in LAUSD for the special education needs of her son. She actively volunteers in non-profit organizations to provide information to the Los Angeles County community, hence, increasing parent awareness about their children's rights and informing families of the options available that lead to services for children with autism and developmental disabilities. Rita's plan for 2017 is to start an awareness campaign in order to provide information about ABA therapy services: via social media, radio stations, and community resources. Rita and her family are residents of Canyon Country.

Consultants:

ECA has contracted with the following organizations and professionals:

Charter Schools Development Center (CSDC)

CSDC is the nation's oldest resource center for charter schools. CSDC as a comprehensive resource center provides expert technical assistance with charter school law, governance, policy, personnel, finance, authorizing, and school design. Most of CSDC's charter school development staff members have over 20 years of experience with the regulation and practice in all aspects of charter school operations and oversight. Susanne Coie is the Development Services Manager who works closely with Charter Developers through the development process.

Charter Impact

Charter Impact has provided support with Financial Plan and Budgets. Charter Impact is a leading provider of cost-efficient and client-attentive accounting, financial and business management services for charter schools and non-profit organizations.

Charter Asset Management, CAM

CAM has provided a Funding Commitment Letter for ECA. CAM believes all charter schools deserve reliable and low-cost funding provided in a way that is honest and transparent because charter schools have created a paradigm shift in the US education system. CAM's mission is to support the growth and innovation of charter schools with efficient and reliable working capital. Since funding one charter school in Boyle Heights called Arts in Action in 2013, CAM has expanded steadily across the United States by funding charter schools in fifteen states reaching both independent charters and charter management organization, CMO's.

Phil Evans

International Baccalaureate Organization (IBO)

Phil Evans, the Regional Development Specialist of IBO is providing support in the authorization process, and in building the programmatic understanding and organizational structures needed to implement the IB's programs.

Patricia Prather

California Association of International Baccalaureate World Schools (CAWS)

Patricia Prather, the Executive Director of CAWS, is providing support in the authorization process specific to California, in training and support of IB teachers and administrators, and support for California IB students.

Sean Daryani, Real Estate Broker

Sean Daryani is the number one licensed commercial real estate broker with the Santa Clarita Valley Commercial Real Estate Power House Realtors of Re/max of Valencia. Sean has extensive experience in many facets of facilities and property management. Sean has assisted with finding a facility for other charter schools and understands the process involved. Sean has been a resident of Santa Clarita Valley for 20 years.

Randy Conrad, Real Estate Broker

Randy Conrad has been a licensed California realtor for fifteen years and owner of Patron Realty Group, a full service Real Estate Office servicing clients in Santa Clarita, San Fernando and the surrounding areas. Randy is dedicated to excellent customer service and following the “Golden Rule.” Randy is a member of the National REO Brokers Association, Default Industry Leaders, California Association of Realtors, National Association of Realtors, Greater Antelope Valley Association of Realtors, Southland Regional Association of Realtors, National Association of Hispanic Real Estate Professionals, and the Asian American Real Estate Association. He is CDPE Certified and HAFA Certified. He is a current member of two multiple listing services for maximum coverage: the Southern California MLS and the Greater Antelope Valley Association of Realtors MLS.

Michael Kirollos AIA, LEED® AP., Architect

Michael Kirollos is the founder and Design Principal of MK Design Architects in Santa Clarita, California. Mr. Kirollos was Lead Designer for the following buildings: Greek Orthodox Monastery of the Theotokos, Dunlap, California Wesco Aircraft, Evergreen Animal Center, San Fernando Market Place, Diba Medical Center, Santa Clarita retail center. He has also done Tenant improvement for restaurants (Ko Sushi, Oat’s N Way, and a few Starbucks stores in California); Tenant Improvements and expansion for Sun Surf Animal Center Medical Building and Ambassador Dogs and Cats Center in Long Beach ;TMC LLC Development, Ranch Base Plaza, Mission Valley Bank, and many other projects.

Community Outreach:

Members of the community have demonstrated strong support for Eagle Collegiate Academy. We have conducted various individual, small, medium and large group meetings with parents and community leaders. Although ECA is using the teacher signatures to meet the requirements for EC Section 47605(a), however, in order to demonstrate parent and community support, Eagle Collegiate Academy founding team has collected 228 petition signatures from PK-8 parents who are meaningfully interested in enrolling their children at ECA including 38 prekindergarteners. We will continue to collect more parent signatures as we conduct outreach through the planning phase by reaching out to more families, organizations, community leaders and members of the community. Hence, we will share a more comprehensive list of parent signatures in a supplemental forthcoming file to avoid confusing the required teacher signatures with the parent signatures. We believe in effective collaboration and ongoing communication with our parents and community members.

Element 1: Description of the Educational Program

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the 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(b)(5)(A)(i).

A description, for the charter school, of annual goals, 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, or the nature of the program operated, by the charter school, 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(b)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of 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(b)(5)(A)(iii)

Mission

Eagle Collegiate Academy will empower students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities. ECA encourages each student to develop talents and interests as an independent-minded person among a diverse body of students, parents and faculty who together embark on a continuous lifelong learning process. Students will participate in a rigorous, college preparatory program that is characterized by low student-teacher ratios, an extended day for academic enrichment, frequent assessments to monitor student progress, and a series of intensive interventions that are focused on quickly accelerating the learning of scholars who are performing far below grade level. ECA will use data-driven differentiated personalized instruction and innovative curriculum to ensure that students experience the discipline and excitement of academics, the pride of developing personal character and integrity, the creative opportunities provided by the arts and extracurricular activities, the rigor and pleasure of athletics, and an awareness of, respect for and involvement with the community in which they live which allows them to graduate college and career ready with a deep understanding of the relationships among disciplines.

Core Values

Eagle Collegiate Academy will implement these unifying core values that are embedded in the fabric of our instructional program:

- **Scholarship**
Scholarship is the core of ECA mission. A rigorous and comprehensive curriculum is the foundation of scholarship buttressed by teachers who inspire intellectual curiosity and academic engagement that encourage students to demonstrate intellectual courage and perseverance to develop into lifelong learners. ECA will foster collaboration with all stakeholders in designing, implementing and maintaining an effective instructional program where students are encouraged to reach their potential in a rigorous and caring learning environment.
- **Community**
Eagle Collegiate Academy will maintain a welcoming and inclusive community that respects and values the uniqueness of each individual member of the community. Members of the ECA community have a collective interest in the success and sustainability of ECA.
- **Equity and Access**
Eagle Collegiate Academy will provide access to an industrious environment where every person has the opportunity to discover, develop, and enrich talents, abilities, and interests.
- **Integrity**
Eagle Collegiate Academy values strength of character, dignity, pride, ethical courage, respecting the rights of others and embracing what is morally and ethically right.

Core Principles

Eagle Collegiate Academy plans to do the following:

1. Inspire each student to develop academic excellence through exposure to a well-rounded, challenging and innovative curriculum in a nurturing and attractive environment that will ensure that graduates are prepared to succeed at the collegiate level.
2. Develop self-esteem and a sense of self-worth in our students.
3. Provide our students with various opportunities to cultivate their academic, moral, social, creative, athletic, and technologic excellence.
4. Provide our teachers with diverse occasions for continued professional growth to ensure the highest quality of pedagogy.
5. Cultivate a sense of unity and respect among students, faculty and parents.
6. Develop students who are aware of the global community and a responsibility to make contributions to society.

Eagle Collegiate Academy scholars are EAGLES

E Excellent
A Authentically Audacious
G Global
L Leaders
E Empowered Egalitarians

Vision

Eagle Collegiate Academy will accomplish its mission through the following best practices:

Rigorous College Preparatory Emphasis

Eagle Collegiate Academy will offer a robust college preparatory program with rigorous honors and advanced placement courses to ensure that ECA scholars graduate with the required skills to be successful in college and chosen career fields.

International Baccalaureate Programs

Eagle Collegiate Academy plans to become an International Baccalaureate (IB) school offering the IB Primary Years Program, (PYP), Middle Years Program (MYP) and the Diploma Program. The holistic IB rigorous approach to instruction that focuses on learners ensures that students make practical connections between their lessons and the real world. All IB programs endeavor to develop internationally minded people who help to create a better and more peaceful world because they acknowledge their common humanity and shared guardianship of the planet. IB learners are prepared to tackle global issues through inquiry, action and reflection. Students are required to learn another language in order to foster intercultural understanding by investigating how the diverse human race is interconnected and unified by its rich cultures. Opportunities to develop both disciplinary and interdisciplinary knowledge required by colleges all over globe are created through a broad and balanced, conceptual and connected curriculum. PYP students investigate six global transdisciplinary themes through various subjects. MYP students study a variety of subjects that they use to develop two or more areas of expertise into a new interdisciplinary interpretation. Diploma Program students study a range of subjects and explore their individual creativity through the creativity, activity, service (CAS) component of the DP core. A variety of developmentally appropriate assessments across the IB programs continuum, from PYP to the international DP examinations, are used to determine what students have mastered, monitor their progress, provide feedback and adjust the instruction as needed. The IB programs will ensure that ECA scholars are prepared to compete globally. ECA has started the process of becoming an IB school with the support of the IB schools development division.

Literacy Competence Develops Life-Long Learners

Literacy is the ability to read, write, speak and listen in a way that allows you to communicate effectively. Literacy empowers individuals to understand and apply the literacy skills of speaking, reading and writing effectively in every facet of life. Literacy opens a wide panorama of opportunities to live a successful life. It is imperative, therefore that students must master the skills and strategies needed to comprehend content reading, build strong

vocabularies, write and communicate effectively. The Common Core Literacy Standards significantly emphasize that teachers of all subjects and grades teach reading, writing, listening, and speaking skills. It is important to embed foundational literacy instruction across the curriculum that will develop the love for learning and the skills to become independent life-long learners.

Teacher Common Planning Time and Teaming

Adequate common planning time will be provided for teachers to plan, collaborate, share best practices and conduct vertical articulation of the skills and activities beginning in preschool that will prepare scholars to be successful in college. Teachers will participate in vertical team planning to ensure that scholars progress to each grade level with the necessary skills to be successful. Teachers will develop common core aligned and project-based interdisciplinary lessons that will ensure maximum engagement for ECA scholars.

Diverse Enrichment Courses and Activities for The Whole Child

Eagle Collegiate Academy will offer relevant STEAM enrichment courses and creative extracurricular programs that will develop the innate and acquired talents of our scholars. These classes will also offer resilience training that will help scholars develop the social and emotional skills needed to have healthy relationships, successfully navigate and persevere through challenging situations. Scholars will also have opportunities to participate in dialogs, and to discuss the issues of equity and social justice in our society. ECA plans to ensure that a developmentally appropriate academic and extracurricular programs that foster a positive school culture lead to the development of the whole child.

Parent and Community Partnerships

Eagle Collegiate Academy will create a welcoming school culture where parents and community partners are seen as integral members of the school community. ECA will work collaboratively with parents and community members to ensure the success of ECA scholars by providing opportunities to involve all stakeholders in decision-making and implementation of school programs. ECA will seek opportunities to partner with both local, state, national and international organizations that could provide site and virtual internships and mentorships for ECA scholars. Hence, ECA plans to be located centrally for easy access to local businesses and community organizations.

Target Student Population

Eagle Collegiate Academy will seek to enroll a student population that is diverse and reflective of the Acton-Agua Dulce Unified School District and surrounding areas. However, Eagle Collegiate Academy as a charter school is open to any California resident who chooses to enroll at the Charter School. ECA intends to serve students of all ability levels from all social and economic groups including gifted, special needs students and English Learners in a vibrant multicultural environment.

Eagle Collegiate Academy plans to attract families who are seeking an alternative education option that is rigorous but personalized. ECA will fulfill the need for a high performing all-inclusive prekindergarten through twelfth grade school– a place for students transitioning from area private schools, home schooled students, and students seeking a school of choice.

ECA's thematic focus of rigorous, literacy infused and 21st century global academic program in a diverse and multicultural setting using project-based innovative pedagogy will provide students in the neighborhood and surrounding areas with a rich environment for 21st century college and career readiness highlighting academic programs and career technical education classes based on student and community interests and needs, with the end result of improved student achievement. Students can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment. With current 228 signatures of parents meaningfully interested in enrolling their children at ECA, we will offer students in our community and surrounding areas the opportunity to attend a high-achieving, self-governed PreK to 12th charter school; and to benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused independent vertical articulation charter school and a learning center that will be a source of community pride. ECA will continue to conduct a vigorous outreach program in order to recruit the student body described above.

ECA's Projected Enrollment and Growth

Eagle Collegiate Academy anticipates opening with approximately 240 TK-8 students as follows: 40 students in Transitional Kindergarten (TK) / Kindergarten, 24 students in grades one to four and 26 students in grades five to eight respectively depending on recruiting outcomes (including the number and grade range of interested students) and the number of classrooms available in the facilities the school attains. ECA's goal is to have and maintain a 20:1 student-teacher ratio in grades TK-6th designed to increase the level of student engagement and voice. ECA will meet this goal in the 2020-2021 school year. ECA also plans to open with 15 Prekindergarten students. The table below represents ECA enrollment projection.

ECA 5-YEAR PROJECTED ENROLLMENT					
Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-K	15	15	15	15	15
Kindergarten	40	40	40	40	40
1st grade	24	48	40	40	40
2nd grade	24	24	44	40	40
3rd grade	24	24	44	40	40
4th grade	24	24	44	40	40
5th grade	26	26	48	40	40
6th grade	26	26	48	40	40
7th grade	26	26	50	50	50
8th grade	26	26	50	50	50
9th grade	0	26	50	50	50
10th grade	0	0	25	50	50
11th grade	0	0	0	25	50
12th grade	0	0	0	0	25
Total PK-12	255	305	498	520	570
Total K-12	240	290	483	505	555

What it Means to Be an “Educated Person” in the 21st Century

The 21st century is characterized by rapid technological advancement and globalization. Citizens are saturated with different types of media. Social media has made it possible for people to collaborate and contribute information on a larger scale and more instant basis. The internet and the World Wide Web have made the world smaller by making it possible to instantly bring events happening in distant places to our living rooms, classrooms and computers. The Partnership for 21st Century Learning’s (P21) worked with teachers, education experts, and business leaders to develop the Framework for 21st Century Learning. The P21 Framework identifies the list of 21st century student outcomes, which are the necessary skills and knowledge for student success in 21st century work, life and citizenship, and the support systems to ensure that the outcomes are met.

Below are P21 21st century student outcomes that students need to master, and how ECA's instructional model ensures that students are prepared to master these outcomes.

21st Century Student Outcomes:

1. Content Knowledge and 21st Century Themes

Students should master English, reading or language arts, World languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics interwoven with 21st century interdisciplinary themes of Global awareness, Financial, economic, business and entrepreneurial literacy, Civic literacy, Health literacy, and Environmental literacy.

Eagle Collegiate Academy's goal of providing a rigorous college preparatory instruction addresses this outcome. All ECA scholars will meet University of California's "a-g" subject requirements upon graduation, except when their Individualized Education Program dictates otherwise, and will thus have access to the key subjects necessary for success in the 21st century. ECA will implement the Common Core State Standards, adopted by the state of California, which provide a good framework for core competencies in English Language Arts, ELA (including how it is applied in the social sciences and aligned to English Language Development, ELD) standards) and mathematics. The framework scaffolds the standards from kindergarten through 12th grade, starting with the anchor standards for college and career readiness. ECA's curriculum is structured around the Next Generation Science Standards ("NGSS"). In addition to knowledge, students will develop and enhance communication, collaboration, critical thinking and creativity skills through ECA's goal of providing diverse enrichment courses and extracurricular activities.

2. Learning and Innovation Skills

To ensure that ECA scholars become lifelong learners, they must develop skills such as creativity and innovation, critical thinking and problem solving, communication and collaboration. ECA's project-based learning model ensures that students develop these skills.

3. Information, Media and Technology Skills

Life in the 21st century involves the ability to craft, assess, and effectively apply information, media, and technology. It is critical that ECA scholars receive information literacy, media literacy and Information and Communication Technology (ICT) literacy instruction. ECA plans to be a 1:1 technology charter school (one device to each student), which will ensure that all students have the skills to use technology effectively as a learning tool. ECA will create a community where students and teachers are empowered to use technology effectively to access, navigate, organize and apply constantly changing large amount of information available today. ECA's goal of providing common planning time for teachers to plan innovative lessons also addresses this outcome.

4. Life and Career Skills

The Life and Career Skills from P21 are

- Flexibility and Adaptability
- Initiative and Self Direction

- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Having these skills will help students develop the necessary thinking abilities, and social and emotional proficiencies to be successful in the 21st century. ECA’s plan to use project and problem-based pedagogy, resilience training, and IB programs offer students the setting in which to develop the life and career skills.

21st Century Support Systems

P21 also prescribed support elements that need to be in place to ensure that students master the 21st century outcomes. These elements are 21st century standards, assessments, curriculum, instruction, professional development and learning environments. ECA’s instructional model ensures that these support systems are in place. These academic and life skills will give students the tools to navigate the educational, professional and personal challenges of the politically and economically interdependent 21st Century. Being an “educated person” in the 21st Century involves having a high level of academic mastery as well as innovative skills that will provide opportunities for success in college and career. ECA’s instructional model ensures that scholars will be well prepared to be successful in the 21st century.

How Learning Best Occurs

Eagle Collegiate Academy’s unique instructional design is founded on the paradigms below about how learning best occurs. The mission and vision of ECA are embedded in its educational design. The design is grounded on research and reflects best practices of how learning best occurs. ECA will implement the following paradigms that focus on enabling students to become self-motivated, competent and lifelong learners.

High Expectations Produce High Achievement

Eagle Collegiate Academy has high expectations for academic achievement and conduct that are clearly defined and measurable. The Pygmalion or Rosenthal Effect demonstrates that teacher expectations influence student performance. The 1968 study by Robert Rosenthal and Lenore Jacobson concludes that when teachers have high expectations of their students, the students will have high achievement and vice-versa. ECA’s scholars will be expected and equipped with skills and knowledge necessary to be successful in college and career of their choice.

Immediate and Ongoing Targeted Intervention Support Leads to Mastery Learning

Eagle Collegiate Academy acknowledges that some students will require specific supports to access and harness their learning. Students who have mastered expected concepts would be given opportunities to apply their knowledge at deeper levels. Students who come to ECA lacking prerequisite knowledge, will be provided the foundational knowledge and skills to accelerate their learning. Teachers at ECA will provide students with appropriately

challenging lessons and interventions to support each student. ECA instructional design has a variety of embedded structures such as variable use of instructional time and targeted intervention that allow students and teachers to personalize learning experiences and ensure that all students achieve at high levels. Educational theorist Lev Vygotsky (1978) in his Zone of Proximal Development theory asserts that optimal learning takes place in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This is the zone where cognitive change happens. In this zone the disparity between what students can achieve with scaffolding and what they can achieve alone is bridged. Teacher feedback and student corrective actions based on the feedback, a mastery learning strategy (Bloom 1971 Block, 1971) help to bridge the gap. Applying mastery learning as a teaching strategy helps students achieve higher learning and better academic performance.

Personalization and Relevancy of Instruction

Eagle Collegiate Academy’s teachers will utilize project based and problem-based pedagogy in order to personalize and make learning culturally relevant for scholars. Project and problem-based learning enables teachers to differentiate learning experiences for students so that learning can be customized and made relevant for each student. ECA scholars will take ownership in their own learning by choosing an area of interest, planning, researching, developing in-depth study analysis of the topic and publishing the finished product through a chosen media.

When the teacher works with a group of students, other students will be self-directed in their learning, participating in small group discussions with their peers to solve problems. Project based learning has been found to have the greatest gains for students in the application of knowledge and development of skills such as collaboration, communication. Project based learning can also be used to personalize the learning experiences for students so that they may acquire knowledge appropriate to their needs and in their zones of proximal development. ECA will use project-based learning to equip scholars to solve complex problems using the 21st century skills.

The Academic Center

Eagle Collegiate Academy plans to provide an Academic Center, a lab where students with varying learning styles and differences who need additional support in core subjects will go before and after school, and during student lunch periods to receive support and or extended time to complete assignments. Students may be referred to the Academic Center by teachers, school administrators, counselor and parents at any time during the school year. ECA anticipates staffing the Academic Center with credentialed teachers, though in some cases, instructional aides may be used to monitor and support students’ use of computer-based interventions and to provide students with tutoring to stay on pace with course expectations. The credentialed teachers will serve one planning period a week on a rotational basis during the school day. Students will have the opportunity to use computerized learning and remediation tools such as Khan Academy, No Red Ink, Compass Learning, Plato Courseware and CK-12 Flexbooks for remediation and to support their personalized learning. The learning format is highly engaging with an age-appropriate interface. The computerized tools will offer learning paths aligned to California’s Common Core State Standards and the California

English Language Development Standards.

Curriculum and Instructional Design

Focus on Rigorous Literacy Embedded Instruction

Eagle Collegiate Academy will prepare all scholars to be successful in a four-year college or university upon graduation by making sure they develop the knowledge, skills, mindsets and networks necessary to graduate from a four-year college/university. ECA students will be prepared to meet the University of California’s “a-g” subject requirements to enable our scholars build a foundation of knowledge that will allow them to pursue more advanced studies in college. To encourage and develop each scholar’s unique abilities, ECA will create a personalized educational plan to develop the knowledge, skills and networks necessary to be successful in a four-year college. Through frequent assessment, goal setting, and support, students will progress through a personalized learning program that addresses their unique needs. ECA hopes to be able to help close achievement and opportunity gaps through this emphasis.

International Baccalaureate Programs

Eagle Collegiate Academy plans to become an International Baccalaureate (IB) school offering the IB Primary Years Program, (PYP), Middle Years Program (MYP) and the Diploma Program. The vertical articulation that the continuum from PYP to MYP and DP will provide for ECA scholars will ensure that a systemic transition to the next grade levels with the entry level skills necessary to be successful at that level. Please the appendix for the illustration depicting the IB continuum implementation timeline. All the IB programs goal is develop students according to the IB learner profile be developing learners who are. IB learners are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Primary Years Program

The PYP aims to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners. PYP focuses on the academic, and social and emotional welfare of students; urges to take responsibility for their learning by developing independence; advocates that students understand their world and how to effectively function within it; assists students to develop international mindedness built on their personal values.

There are three key parts to the PYP curriculum as follows:

- The written curriculum describes what PYP scholars will learn.
The five elements of the PYP written curriculum are:
 - knowledge- both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
 - concepts- which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
 - skills- which are the broad capabilities students develop and apply during learning and in life beyond the classroom

- attitudes- which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner
- action- which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.
- The taught curriculum explains how teachers will teach PYP.

Collaboration by teachers is critical for PYP teachers. All teachers actively participate in the planning process, defining the curriculum's central ideas, discussing how best to bring inquiry into those ideas in the classroom, and finding ways to meet the needs and interests of every student. All teachers will attend a mandatory IB training before implementing PYP.

- The assessed curriculum maps out the guiding which details the principles and practice of effective assessment in the PYP.

Learning is viewed as a continuous journey in the PYP, where teachers identify students' needs, use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action, and use assessment data to plan the next stage of their learning.

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. Students work collaboratively to conduct an in-depth inquiry into real life issues; and collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community. This gives teachers an authentic assessment of student understanding and growth while allowing students the unique opportunity to show the IB learner profile attributes.

PYP Exhibition is an excellent way for schools and students to celebrate the transition of learners to the next phase of their education

Middle Years Program

The IB MYP is rigorous and encourages students to make practical connections between their lessons and the real world. Scholars with varying interests and academic abilities can benefit from participating in the inclusive MYP. MYP addresses holistically students' intellectual, social, emotional and physical well-being; provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future; ensures breadth and depth of understanding through study in eight subject groups; requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others; empowers students to participate in service within the community; helps to prepare students for further education, the workplace and a lifetime of learning.

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and

design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

MYP curriculum is organized with appropriate attention to:

- Teaching and learning in context. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- Conceptual understanding. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- Service as action (community service). Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service by making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program, especially in the MYP community project.
- Language and identity. MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

Diploma Program, DP

After experiencing the PYP and MYP, students will be ready for the DP. Scholars with breadth and depth of knowledge who demonstrate high physical, intellectual, emotional and ethical standards will benefit from DP. DP students will study at least two languages. The DP core and six subject groups make up the DP curriculum.

DP Core

DP core expects to broaden students' educational experience and challenge them to apply their knowledge and skills. The DP core comprises of the following three required components:

- Theory of Knowledge in which students reflect on the nature of knowledge and on how we know what we claim to know.

Theory of knowledge (TOK) is assessed through an oral presentation and a 1,600 word essay which requires students to reflect on the nature of knowledge, and on how we know what we claim to know. Its goal is to make students aware of the interpretative nature of knowledge, including personal ideological biases, and whether these biases are retained, revised or rejected. TOK show how students can apply their knowledge with greater awareness and credibility.

- The extended essay which is an independent, self-directed piece of research, finishing with a 4,000-word paper.

Students are supported by a teacher at the school supports students throughout the process of researching and writing the extended essay with advice and guidance. All extended essays are externally scored by examiners chosen by the IB. They are marked on a scale from 0 to 36.

The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
 - B – work of a good standard.
 - C –work of a satisfactory standard.
 - D – work of a mediocre standard.
 - E – work of an elementary standard.
-
- Creativity, activity, service, (CAS) is when students complete a project related to those three concepts.

CAS is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the eight learning outcomes for CAS by completing a project where they show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving and decision-making.

The three interconnected strands of CAS are

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The six subject groups are:

- Studies in language acquisition
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group which students choose at both the standard level (SL) or (higher level). In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. IB assesses student work as direct evidence of achievement against the stated goals of the DP courses. Student results are determined by performance against set standards, not by each student's position in the overall rank order. HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Each student takes at least three (but

not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours. DP students graduate with their diplomas upon meeting the requirements of the DP core and six subject areas. The IB programs will ensure that ECA scholars are prepared to compete globally.

Engaged Learning For Independent Leaders, Thinkers and Doers

In order for students to be engaged and to develop an enduring understanding of content, we need to contextualize knowledge and skills for students. Hands-on, real-world learning experiences help to develop the critical thinking, communication and collaboration skills essential to success in an increasingly complex and interconnected world. At ECA the concept of “learning by doing” is a powerful educational model in which project based, “engaged” learning experiences are integrated into the entire curriculum. A hallmark of a 21st century academic program, engaged learning is authentic, inquiry-based, experiential, student-centered and often involve multiple subject areas. Technology also plays an important role. Tools such as Prezi replace more traditional forms such as poster boards, and projects culminate in presentations to an audience, other than teachers.

Teachers will be in regular communication with community members and will identify challenging local and global issues to provide contexts for interdisciplinary work. For example, a local merchant may need to modify the goods that he sells due to changes in changes in demand for the goods. This context could connect science, economics, and math coursework. Project-based learning provides a common experience for all students to make meaning of their learning. It also provides the opportunity for students to learn at their own paces within a project, and to identify their own areas of growth. Throughout a project, students may need to reach out to experts in the field(s) that they are studying. Project-based learning completes direct instruction.

By learning at an early age how to take personal responsibility and solve problems independently, ECA students will become confident, curious, self-directed learners. ECA graduates will demonstrate the ability to meet challenges, unravel mysteries and work collaboratively to achieve success in their academic endeavors and in life. ECA graduates will be prepared for today and ready to engage tomorrow.

Interdisciplinary Curriculum with Multicultural and Global Emphasis

The 21st century requires the ability to be skilled in several disciplines in an information rich society. Most of real world occupations involve multiple disciplines that are not neatly divided into academic disciplines but can be understood more deeply when viewed through multiple disciplinary lenses. For example, a reading of any Shakespearean play may be deeply enhanced through a world or European history lesson, and through an art lesson of that time period. At ECA, teachers will coordinate curriculum planning to identify areas of overlap, where the CCSS in two or more content areas complement each other when taught simultaneously. Interdisciplinary lessons will be developed with both multicultural and global focus which will prepare students to effectively interact in an increasing global and diverse society while encouraging the development of multicultural understanding, sensitivity, and responsiveness. ECA will use research supported culturally relevant and responsive pedagogy and curriculum to reinforce and expand the diverse viewpoints and intercultural competencies

of students in the areas of culture, ethnicity, class, gender, and language in the instructional program. While research supports that culturally relevant and responsive curriculum and pedagogy significantly benefits minority students, all students will benefit from diversity embedded curriculum. Creativity, adaptability, critical reasoning, and collaboration are excellent skills that students will be able to develop as they participate in interdisciplinary studies.

Systemic Development of the Whole Student

Eagle Collegiate Academy will cultivate the academic, social, and emotional development of all students by providing developmentally appropriate curriculum at each grade level; and a systemic enriching vibrant environment where excellent teaching and learning will flourish.

Lower School

Enriched early environments build the foundation for lifelong learning. Eagle Collegiate Academy's goal is to start early to instill a love of learning in our scholars. ECA Prekindergarten through fifth classrooms are designed to stimulate learning through observation, discovery, and questioning. Teachers will build strong relationships to create a safe learning environment that encourage students to be active participants in their learning. ECA will stimulate independent thinking in each student while building a solid academic foundation. The curriculum incorporates world language, technology, science, music, library media, physical education, and art with traditional core subjects. In all grades, the core program can be accelerated for students requiring greater challenge. By enhancing social skills and a sense of responsibility toward others, ECA strives to build honorable, well-adjusted members of the community. The needs and abilities of each child are addressed through age appropriate academic experiences. ECA scholars will be encouraged to develop their own special talents and to become inquisitive, dependable, self-directed learners. The diverse student body brings together students of varying cultures, backgrounds, interests, talents, personalities, nationalities, and learning styles. TK students will be in a combined class with Kindergartners unless we can build a pure TK class. A culmination promotion ceremony will represent scholars' transition from the lower school to the middle school. The culmination requirements and ceremony will be developed in collaboration with teachers in the tradition of IB program.

Pre Kindergarten

Eagle Collegiate Academy's prekindergarten will be a full day program. Prekindergarten students will be provided foundational learning skills that prepare them for transitional kindergarten where they are exposed to content area and common core standards, and for kindergarten where they are expected to demonstrate mastery of the content area and common core standards. The California preschool curriculum framework will be used in Prekindergarten. The kindergarten curriculum will also be used to individualize, differentiate and accelerate learning as needed for prekindergartners who are ready for the challenge.

Middle School

The middle grades are a period of rapid growth and change for young adolescents, resulting in a great diversity of psychological, social, and physical development. As students progress from the teacher-guided experience in elementary school to a more self-directed program in

the secondary school, ECA's secondary program will focus on helping each individual student develop the knowledge and skills necessary to be confident, resilient, and successful learners and leaders within the community. ECA's program will emphasize student involvement in critical areas that enhance adolescent development: rigorous and engaging academic study through both classroom studies and field experiences, opportunities to deepen physical and social well being through athletics and advisory programming, creative opportunities offered by the visual and performing arts programs, and various leadership and community outreach opportunities. ECA will foster an atmosphere in which knowledge means more than the accumulation of basic concepts, skills, and facts. Through a division-wide focus on the skills of time management, ethics, teamwork, creativity, curiosity, and resilience, students will have the opportunity to explore the non-cognitive skills that play a key role in developing a strong academic mindset and lay the foundation for success in the classroom and beyond. In order to meet both individual and group needs, the ECA recognizes the value of utilizing multiple approaches in instruction while striving to instill an enthusiasm for learning. The culmination requirements will be developed in collaboration with teachers in the tradition of IB program. Please see Appendix G for ECA proposed middle school courses.

Upper School

Eagle Collegiate Academy's will conclude the vertical rigorous college-preparatory articulation in a nurturing teaching and learning environment with passionate teachers who embolden students to pursue new and stimulating opportunities that ensure that ECA scholars graduate college and career ready. In all the academic disciplines, students will be encouraged to explore their limits and will be closely guided in making choices that lead them not only to their collegiate goals, but also toward maximizing each day of their Upper School years. ECA Upper Scholars will learn that intellectual skills are not attained without commitment, and they will acquire a sense of responsibility to advance their own education.

In addition to the academic program that is designed to bring out the best in each student, ECA will provide an extracurricular program that will inspire active involvement in athletics, the arts, service, global exploration, and leadership. Scholars will participate in Service Learning through robust involvement in the community as a critical component to effective preparation for college. Eagle Collegiate Academy Upper School scholars will be assigned faculty advisors through Advisory and will receive college counseling designed to help them excel in their academic subjects and their personal goals.

Please see Appendix G for ECA proposed upper school courses and graduation requirements.

The Advisory

The advisory program is a vital approach for developing the whole student, through social and emotional skill development, leadership opportunities, college awareness and connecting each student with the Advisory teacher who monitors the needs and interests of the student. ECA's advisory program will contribute to a supportive school environment in which every student can reach his or her full potential. Through advisory, student and teachers develop closer relationships, creating a safe space for more personal learning activities such as social-emotional and academic skill-building. College and Career Preparatory Portfolio is one of the programs that will be implemented during Advisory beginning in tenth grade. Involvement and input into student government activities may occur through advisory. Advisory provides

students and teachers the time to connect with each other and ensure that students have one adult to serve as a liaison for academic and other issues they seek to resolve. Advisory will be offered to upper school students. Middle school students would participate in sustained silent reading during advisory period. The Advisory period will also be used to provide targeted intervention to identified students.

Personalized Learning Plans (PLP)

Based on universal pre- assessment, standardized tests, and ongoing assessment within the class, teachers will be able to support students in developing their own personal learning plans. These plans could include reinforcement of basic skills through videos, online course material, and could also include extension through the same media. In addition, teachers can tailor tutoring sessions, extended learning opportunities, and seminars based on these plans. Each plan will include short- and long-term learning objectives for each student, and will be updated regularly with the teacher's support.

Backwards Design

Eagle Collegiate Academy's will use Grant Wiggins' and Jay McTighe's acclaimed Understanding by Design model for curriculum planning which are standards-aligned. There are three phases of planning in the backwards design process: The first phase is when teachers determine the learning goals of the course or lesson by finding out: What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired? The second phase is when teachers determine acceptable evidence of learning or authentic assessment for those outcomes. General assessment focuses on questions such as: How will a teacher know if students have achieved the desired results and have met the prescribed CCSS, and what is acceptable evidence of student understanding and proficiency such as tests, projects and essays? The third phase is when teachers plan relevant learning experiences and instruction, with differentiation based on the varied needs of all students. Teachers design the best exercises, questions and problems that will lead to the desired student-learning outcomes. This includes definition of knowledge (know-that), skills, and procedures (know-how) that students ought to master, definition of materials, and definition of learning/teaching activities (scenarios). Teachers should plan activities that ensure students' active participation as well collaboration among students. Through this planning process, teachers will develop a curriculum map based on CCSS, 21st century outcomes, keys to literacy, IB and other outcomes specific to ECA.

Classroom Physical Environment

Eagle Collegiate Academy's classrooms will have similar structure designed to ensure maximum student engagement. Each classroom will be equipped with movable desks, tables and chairs that will allow for varied groupings that support whole class discussions, small groups, and individual work. Movable and permanent white boards will be positioned in various locations to allow for multiple workshops to occur simultaneously. Similar protocols, vocabulary, and project management tools will be displayed in the classrooms to create a common language and consistent articulation of concepts. Every classroom will be equipped with an LCD projector. Every teacher will be provided a laptop computer. Students will also be issued laptop computers to support differentiation of learning and empower students to make progress on their personal learning goals.

Service Learning

Eagle Collegiate Academy's Service-Learning Program will give students the knowledge and skills necessary to become socially responsible and active citizens within their local and global community. Specific goals include:

- Giving students the opportunity to solve real-life problems and make meaningful contributions to the school, local, and global communities.
- Engaging students in learning and applying skills for personal and social responsibility.
- Helping students to discover and identify new interests, abilities, and opportunities now and for the future.
- Reinforcing the values of our character education program in the following ways:
 - Self-Discipline: persevering to achieve goals and exercising self-restraint
 - Respect for Others: being thoughtful about and tolerant of the needs, beliefs, and feelings of others
 - Kindness: showing care and concern for others
 - Responsibility: setting a good example, using good judgment, making wise decisions, keeping promises, being dependable, and taking responsibility for actions
 - Trustworthiness: being honest, truthful, fair, and loyal
 - Service: making a difference in the lives of others
 - Courage: standing up for one's values and showing determination to face hardship
 - Citizenship: helping one's community by volunteering service
- Promote understanding and appreciation of diversity in the classroom, the School, and the broader community.
- Strengthen for our students the local network of adult support—family, school and community.

Students are actively introduced to the challenges and needs of our local and global community through classroom education and special presentations throughout the school year. Grade-level, service-learning projects are designed to give students the opportunity to connect their learning with community activism. Projects will include the ECA Adopt-a-Family program, Can food drive, participation in Operation Smile World Tour Day and Puppet Making, feeding the homeless events, work with the Cheetah Conservation Program in Namibia, research on the roots of homelessness and hunger and ways to combat both, and student generated activities. The ECA capstone experience, or Senior Project, will encourage upcoming graduates to invest their time and energy pursuing a topic of interest in service to others.

Instructional Materials

Eagle Collegiate Academy will select and adjust instructional materials based on alignment with the school's standards-based learning outcomes that are consistent with the school's rigorous CCSS-based, NGSS-based and 21st century learning outcomes. Materials will be used to support rigorous literacy embedded instruction, International Baccalaureate programs, interdisciplinary lessons, global, multicultural and culturally relevant themes, real world

learning projects and other applications of learning. Keys to Literacy books and materials will be used to infuse literacy in English classrooms and as well as across other disciplines. International Baccalaureate instructional materials and Advanced Placement textbooks will be used. The IB provides a number of resources for IB World Schools, from professional development opportunities to the organization's online curriculum center (OCC) for IB educators. ECA's proposed first year textbooks and instructional materials are:

English/Language Arts – *Good Habits, Great Readers* (PK-5 Leveled Readers) by Pearson; StudySync 6-12 by McGraw Hill

History/Social Sciences – *California Vistas* by McMillan / McGraw Hill Social Studies (PreK-5); *Holt California Social Studies: World History, Ancient Civilizations* (Grade 6); *Holt California Social Studies: World History, Medieval to Early Modern Times* (Grade 7); and *Holt California Social Studies: United States History, Independence to 1914* (Grade 8)

Mathematics - *Investigations in Number, Data and Space* by Pearson (Grades K-5) *Dimensions Math*® Textbook 6A by Singapore Math, Inc. (Grades 6-8)

Science – Macmillan/McGraw-Hill's *Science: A Closer Look PK-6*, (Grades PK-5); *Earth & Space iScience* © 2017 (Grade 6); *Life iScience* ©2017 (Grade 7); *Physical iScience* ©2017 (Grade 8) all with correlations for the newly State approved Next Generation Science Standards, NGSS

Literacy – *Keys to Literacy*

International Baccalaureate Approved Textbooks and Materials

Students reading at far below grade level may read fiction and non-fiction at their identified levels across the content areas. Special education students and students who comprehend very little English will be provided with resources that will help them access the core curriculum.

English Language Arts, ELA

Eagle Collegiate Academy's English Language Arts curriculum is aligned to California Common Core State Standards for English Language Arts. The goal of the English Language Arts Program is to develop in students the ability to understand analyze and interpret ideas in fiction and non-fiction texts using evidence as justification for interpretation and developing language to discuss ideas and become informed. Critical thinking that utilizes the skills of interpreting, analyzing and synthesizing will help students become effective citizens in society, in the workplace and in lifelong learning. Students will perform at a proficient level of reading, writing, speaking, and listening as guided by the California State Standards. Following the guidelines set by the Modern Language Association students will use research questions to guide the research process and document research accurately and professionally. The IB Programs develop a strong reading and writing culture that is heavily focused upon contextualized expository primary and secondary texts and research skills. A structured and comprehensive writing program focused on literary and rhetorical analytical writing will be developed by ECA English teachers.

Keys to Literacy strategies will be taught in preK through 12th grade. Keys to Literacy will be infused in the day to day instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. A comprehensive, balanced

language arts program in which curriculum and instruction are differentiated according to identified student needs will be provided to all students.

Elementary School (PreK -5)

Eagle Collegiate Academy will provide a rich core curriculum and lessons based on state standards, which promote authentic language development in students. On a daily basis, all students will engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively.

Reading: Reading instruction will incorporate four main components: Shared Reading, Guided Reading, Letter and Word Study and Independent Reading. Within this framework, teachers will be able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. In addition, teachers will integrate reading instruction with social studies themes. A key part of instruction will be the use of leveled readers and books and novels. *Good Habits, Great Readers (PK-5 Leveled Readers)* by Pearson will be utilized for ELA.

Shared Reading: Focusing on comprehension, teachers will choose a text for a particular purpose, and then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers will model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students will be given the appropriate vocabulary to identify the strategies they are learning and using, and teachers reinforce and encourage students to share their thinking processes and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Story Map to teach sequencing or a Venn Diagram to compare and contrast.

Guided Reading: Teachers will be able to target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students will be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. In the upper grades, in addition to guided reading, teachers will employ literature circles and discussion groups. Both of these activities will encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, deepen students’ understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to

English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Letter and Word Study in the primary grades (PK-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities will allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of encoding to decoding, as students learn that sound / spelling knowledge allows them to read as well as communicate through writing. Primary grades will also include high frequency word instruction to help students become fluent readers. Classroom word walls will contribute to a print-rich environment, and word wall games and activities reinforce learning.

In grades PK-5, letter and word study will include spelling instruction and targeted vocabulary development. Spelling lists will be determined by students' developmental levels, grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Students will spell and write using a variety of multi-sensory approaches, including magnetic letters, writing with their finger on sandpaper or on a peer's back, chanting spellings, or using different colors to represent vowel patterns. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time.

Teachers will use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Techniques might include the categorizing and classifying of words (beginning with picture sorts in kindergarten), semantic mapping, possible sentences, solving analogies, and the use of word maps to visually represent definitions. As students get older, they will learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Fourth and fifth graders will apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

Independent Reading: During the Language Arts block, as well as during other times throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum in grades PK-5. Classroom libraries are stocked with high-interest books of various genres at a variety of levels. Teachers will teach students how to select books appropriate to their level and interests. To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read. In addition, students will be required to read nightly and keep a reading log that is signed by their parents. This outside reading is rewarded with monthly reading parties where students celebrate their reading success and enjoyment with their teammates.

Writing: The chief component of the writing program is the Writer's Workshop. Writer's Workshop, which is based on the constructivist principle that learning to write is as much

about the process as the product, will be used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that will occur daily: the Mini-lesson or direct instruction, independent writing time and share time. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. During independent writing time, students will choose writing topics, a strategy that helps develop personal investment in the writing process. They will apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. The sharing component of workshop will occur at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. During this time the teacher can also address listening and speaking standards, as students are expected to engage in "accountable talk." Teachers will model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences will allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner.

Speaking: Speaking is very important to vocabulary and language development and contributes to social development. In all elementary classrooms, teachers will provide students with multiple opportunities to explore oral communication. For example, students develop active and responsive listening skills through class and small group discussions and their leadership in math meetings when they act as the teacher by calling on their peers. They have opportunities to develop vocabulary and oral expression through singing, reciting poems, retelling stories and sharing feelings and thoughts about characters and stories. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking, enabling them to reflect on their own performance as well as learn from the presentations of their peers.

Listening: Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other's directions

in order to correctly complete a task.

English Language Development (Grades PK – 5)

California ELD Standards will be utilized and embedded in the curriculum. English Learners, ELs, will be given both the initial and annual ELPAC tests based on the home language survey. Students will be placed in appropriate English classes with the correct EL classification based on the results of their test. ELs will be monitored and reclassified using the state assessments and classroom teachers' tests. ELs who are struggling will be provided support to ensure that students are reclassified in a reasonable time frame. ECA will provide training for teachers and administration on the ELPAC. ELD instruction will occur primarily during the ELA block, and additionally in History Social-Science and Science. Students will be exposed to the grade level instruction and will receive targeted ELD instruction in Reading, Writing, Listening, and Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners' grade level span (PK-2; 3-5) and ELD level. Integrated ELD curriculum will be implemented in preK-5. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction for their particular language learning needs.

There are two ways that ELD standards are used to support ELs in schools. The first and common one is the integrated ELD. Integrated ELD curriculum will be implemented in grades preK-5 and it is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

The second and more specific support form of EL support using the ELD standards is the designated ELD. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction to their particular language learning needs. Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. ECA will provide a period off for the English teacher to serve as the EL Coordinator.

Secondary School - Middle and Upper Grades (6-12)

Students in middle and upper school grades will continue building on the skills from elementary school. The English curriculum reflects a "building block" approach that will develop and increase English language skills, conventions, and usage. Instructional strategies to develop these skills will include direct skills instruction, spoken and written engagement with age-appropriate literature, application of student skills in projects and assignments, and an iterative process of students writing with teachers providing feedback on drafts and evaluating their work. Literature may often be selected to support content students are exploring in social studies, science or a foreign language class. In the 9th and 10th grade, students will take CCSS aligned English language arts within the core period. In the 11th and 12th grades students will take core and AP Language and Composition, and AP Literature courses within the core period. While our English learners will be mainstreamed in our core classes, additional support will be provided by the English teacher during class and through

English Language Development support for up to four days per week.

Rubric will be utilized to assess student writing and guide students toward higher levels of writing proficiency. Student progress will be monitored and feedback will be given to students in an ongoing fashion. Students will spend most of their time in skills-based sessions, reading and responding to text, and writing for a variety of purposes. There will be assignments that promote civic and multi-cultural awareness, responsibility, tolerance and sensitivity to support literary or expository works on the same themes.

The English curriculum provides the core of reading and writing instruction, but these skills will also be supported across the curriculum as students read and write in genres specific to other disciplines and languages. English teachers will collaborate with other content area teachers to align writing instruction consistently with other disciplines. Keys to Literacy strategies will be used to infuse literacy across the disciplines. Since we will be starting with K-8, the middle school curriculum has been detailed below.

ESL Support

English a Second Language, ESL teacher will be hired in ECA's year three when student numbers are projected to increase to provide more personalized support for immigrant students as well as EL students who have been identified by their teachers based on ECA assessments as needing the extra support. The ESL teacher will use both a push-in and pull-out strategy depending on students' needs.

Middle Grades (6-8)

Middle School Language Arts courses are:

English 6 / English 6 Honors

English 7 / English 7 Honors

English 8 / English 8 Honors

Language arts instruction in the middle grades focuses on the students' use of literacy skills to discover and comprehend new information both in academic settings and in their lives outside of school. Students will apply new word learning and comprehension skills to digest a variety of fictional texts, content area texts (e.g. science, social studies), informational materials, and multi-media content. At the same time, they will learn to use the written and spoken English language to communicate effectively in a wide variety of genres, including narrative, expository, persuasive, descriptive, and poetry.

Reading: Reading instruction in the middle grades (6-8) will continue to incorporate the four main components practiced in grades PK-5 of Shared Reading, Guided Reading, Word Study and Independent Reading, but reflection and analysis circle more frequently around the discussion of specific strands (e.g. Word Analysis, Reading Comprehension, Literary Response), as students are developmentally capable of using this organizational system to monitor and track their own learning. Within this framework, students will receive direct standards-aligned instruction (and support in developing study skills such as note-taking and small-group seminar sessions), work with partners and small groups to further practice

applying skills between frequent formative assessments, and engage in independent work spanning a rigorous and on-going cycle of practice, performance, reflection, and adjustment in order to foster student ownership of learning - all of which provide not only for student learning, but also lay foundations for student self-sufficiency and confidence in navigating later education.

Middle grade teachers will regularly coordinate with K-5 teachers to share best practices in reading comprehension instruction that will inform in- class Language Arts instruction, student practice, and support for individual students, thereby avoiding isolated instruction of reading skills, and instead making reading comprehension a constant and on-going focus in students' lives.

Writing: The goal of writing instruction in grades 6-8 is for students to independently produce complex, multi-paragraph compositions which effectively use the English language to inform, persuade, describe and entertain. ECA will utilize Writer's Workshop as a tool for helping students develop the craft of writing, and to help them understand, before they write, who their audience is, and what their purpose for writing is.

Listening and Speaking: Listening and speaking standards in grades 6-8 will be taught alongside reading and writing. As students learn to understand, analyze, and evaluate written text, they will do the same for oral and multi-media presentation. As they learn effective strategies for written communication, they learn how to translate these strategies to oral communication. Students will be expected to present informal and formal oral presentations in all subject areas and will often demonstrate their mastery of other content knowledge through projects involving both written and oral presentations.

English Language Development (Grades 6 – 12)

California ELD Standards will be utilized and embedded in the curriculum. English Learners, ELs, will be given both the initial and annual ELPAC tests based on the home language survey. Students will be placed in appropriate English classes with the correct EL classification based on the results of their test. ELs will be monitored and reclassified using the state assessments and classroom teachers' tests. ELs who are struggling will be provided support to ensure that students are reclassified in a reasonable time frame. ECA will provide training for teachers and administration on the ELPAC. ELD instruction will occur primarily during the English class, and additionally in History Social-Science and Science. Students will be exposed to the grade level instruction and will receive targeted ELD instruction in Reading, Writing, Listening, and Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners' grade level span (6-12) and ELD level.

There are two ways that ELD standards are used to support ELs in schools. The first one is the integrated ELD. Integrated ELD curriculum will be implemented in grades 6-12 and it is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy, Social Studies, Math, Science and Art to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

The second and more specific support form of EL support using the ELD standards is the designated ELD. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction to their particular language learning needs. Designated ELD will be provided by ECA teachers during a protected time during their regular school day. Teachers will use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. Advisory and SSR periods in upper school and middle school respectively will be used when needed to extend Designated ELD instruction. ECA EL Coordinator will be available during Advisory and SSR periods to provide additional support to teachers and students. ECA will provide a period off for the English teacher to serve as the EL Coordinator.

Keys to Literacy will be infused in the day-to-day instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs.

English Language Arts Support

Checking for understanding and re-teaching by teachers will be an integral part of core instruction. Students needing re-teaching will have additional time with the teacher while their advanced and on-track peers are extending their learning through enrichment activities.

Though most students will make progress using the core English instructional materials and strategies for differentiation, some students may benefit from supplemental programs. Students may also be assigned to an extra period of writing and literacy instruction in the Academic Center before and after school. Students may also schedule time in the Center as needed. The Academic Center will be open at lunch and nutrition to increase student access.

Mathematics

Eagle Collegiate Academy's mathematics curriculum will be based on California Common Core State Standards for Mathematics. The mathematics curriculum emphasizes conceptual understanding and application to relevant contexts. The goal of the math curriculum is to make students fluent with numbers, build mathematical reasoning skills, and develop a strong math vocabulary. In order for students to acquire the ability to reason and apply problem-solving skills, they need both declarative and procedural knowledge of mathematics. Therefore, the math program is designed to allow students to discover *why* formulas and proofs work rather than just how to memorize and follow them, shifting their thought process from gaining absolute knowledge to increasing mathematical reasoning skills. In addition to direct instruction, quantitative and critical thinking skills will be developed through a combination daily skills practice, activities to develop conceptual understanding and real-world applications. Keys to Literacy will be infused in the day-to-day instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. Textbooks and online resources will be used for instruction. Music will be used to integrate math concepts in the elementary grades and, and to provide intervention for students who need it in the middle and upper schools.

Elementary Grades- K-5

Math instruction in all grades will cover the following strands from the California Standards:

number sense, algebra and use of variables, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning. Hands-on activities, including the use of manipulatives, math games, measuring, patterning, and art projects that give students opportunities to learn through application and relate math concepts and skills to their lives will be used. Other materials that support instruction include basic fact tests, transparencies, online games and videos, and children's literature.

More advanced students benefit from differentiated instruction that allows them to move at a faster pace. Instructional aides and/or community volunteers will support teachers by providing differentiated learning for small groups of students and one-on-one assistance. When appropriate, computers, calculators, and geometric tools will be used to enhance instruction and explore more advanced topics. To create a learning environment conducive to student inquiry and investigation, teachers will incorporate strategies such as whole group instruction, small group review, heterogeneous performance tasks, and individual reinforcement.

At all grade levels, math concepts are introduced through a constructivist hands-on approach, where students discuss and touch objects that represent numbers and use these objects to learn basic facts and apply concepts. Map-making activities will teach students about scale. Cooking activities will teach fractions by requiring students to keep ingredients proportional when they double a recipe.

Math and Music: The Math and Music program, based on the theory of multiple intelligences and developed by the MIND Research Institute, will supplement the textbook. Math and Music includes computer courseware using spatial-temporal reasoning combined with keyboarding to improve children's understanding of difficult math concepts. Students will develop their ability to visualize images through a sequence of steps in space and time, a process that positively impacts both problem solving and the playing of music. As an alternative to relying on language, symbols, and equations, Math and Music focuses on visual and kinesthetic processes to teach concepts such as fractions, graphing, place value, pre-algebra, ratios, patterns, and symmetry operations. This program will especially support English Learners because it removes the language barrier from math learning. The Math and Music curricula are aligned to California state standards.

Middle and Upper Grades (6-12)

The goal of the 6-12th grade math curriculum is to make students fluent with numbers, build mathematical reasoning skills, develop a strong math vocabulary, and apply algebraic concepts to problem solving. ECA mathematics instruction will have the ultimate goal of enabling all students to successfully complete Algebra I by the end of eighth grade and to prepare all students for success to and through college. At the secondary level, Pre-Algebra, Algebra 1, Geometry, Algebra 2, Trigonometry, Statistics and Calculus will be offered.

Following direct instruction of new skills, teachers will present hands-on activities and time both during and outside of class for substantial practice of grade level computational skills. Within the science block, teachers also have the flexibility to provide differentiated instruction several times weekly, allowing a focus on the needs of struggling students and those ready to move beyond the grade level curriculum. The math period will also incorporate daily warm-

up activities or practice of previous skills. The teacher reinforces math vocabulary during warm-ups by requiring students provide justification for the process used. Mathematics instruction will use group activities to help students decipher complex problems. Students will make connections between the concepts they are learning and the real world through historical and contemporary examples and demonstration, which further allows students to understand how mathematics fits into their lives.

As part of ECA's emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing such methods. Assessment of mathematics standards will be based on evaluation of presentations as well as more traditional mathematics assessments from textbooks. Students will also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

Because not all students will have mastered the prerequisite mathematical skills for success in the ECA math curriculum, students will be assessed at the beginning of each year and will receive interventions as necessary, including after school tutoring, small group or one-on-one work with instructional aides, and time in the Academic Center to work on required skills. Due to the necessity to prepare all students for a challenging Algebra I curriculum in eighth grade, sixth and seventh grade students will be required to participate in summer intervention programs if they are not meeting standards by the end of the school year.

Mathematics Support

Students who experience difficulty mastering basic math concepts will receive immediate intervention in small groups and during one-on-one lessons with teachers and instructional aides. To scaffold for students needing extra help, major concepts will be broken down into easily understood steps, and fundamental skills are continuously reviewed to ensure mastery. Additionally, classroom accommodations such as individual workstations, shortened and/or un-timed assessments, outlining problem-solving steps on worksheets, and timers will be used to help all students experience success. To model the language of mathematics for English Learners, teachers will provide explicit instruction for the use of manipulatives and real objects to solve concrete tasks.

Students who need re-teaching will have additional time with the teacher while their advanced and on-track peers are extending their learning through enrichment activities. Some students may benefit from supplemental programs and may have to spend time in the Academic Center to use computerized learning and remediation tools for support such as Khan Academy. Placement in math classes will depend on skill level.

ST Math: Fluency: Eagle Collegiate Academy will use the Spatial-Temporal (ST) ST Fluency Program developed by the MIND Research Institute for mathematics intervention for all grades. ST Fluency builds speed and accuracy with addition and multiplication facts to reach students who have struggled to memorize math facts. The program uses animated virtual manipulatives that enable an intuitive process of learning basic math facts.

ST Math: Middle School Supplement: Eagle Collegiate Academy will use the ST Math: Middle School Supplement at the middle school level. ST Math: Middle School Supplement prepares students for success in Algebra 1 by remediating students on concepts from previous grade levels and by building students' conceptual understanding of select on-grade-level math concepts from 6th, 7th and 8th grade mathematics.

ST Math: High School Intervention: Eagle Collegiate Academy will use the ST Math: High School Intervention at the upper school level. ST Math: High School Intervention is designed as an intervention for high school students performing below the math proficiency needed to succeed in Algebra 1. The intervention identifies students' math readiness through a built-in diagnostic, prescribing a learning path for each student that connects interactive visual models to abstract concepts and language components for each math topic. Individualized student reports provide teachers with diagnostic results and real-time content mastery for each student.

Science

Eagle Collegiate Academy's Science content will be aligned with the Next Generation Science Standards, NGSS. The goal of the science curriculum is to promote scientific thinking skills among students and enable them to become scientifically literate citizens. True laboratory experience is essential to the development of scientific inquiry skills. Central to the curriculum is the belief that science is an inquiry-based discipline whereby learning occurs through exploration and experience that is supported by instruction. The scientific thinking process is a developmental sequence that involves observing, communicating, comparing, organizing, relating, inferring and applying. Students will collect, analyze, and present data from inquiry based investigations using a variety of technology as early as Kindergarten. Keys to Literacy will be infused in the day-to-day instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. Teachers at all grade levels will focus on incorporating science in tandem with other subject areas to show students how science is dynamically interconnected to other spheres of life. Students will have a variety of experiences within the classroom to connect science to real- world situations. By exploring the relationship between science and art, students will stretch their imaginations and bring more interest, creativity, and self-expression to science education.

Elementary Grades- K-5

Using the NGSS standards as a foundation, the science curriculum builds on students' prior knowledge, experiences, and strengths. Instructional materials include the NGSS -aligned Macmillan/McGraw-Hill's *Science: A Closer Look PK-6*, with correlations for the newly State approved Next Generation Science Standards, NGSS, which are supplemented with primary sources, guest speakers, and experiential learning. At all grade levels, science units are taught in the areas of the physical, life, space and earth sciences. Students will demonstrate enduring understandings by practice and application of concepts taught.

Interdisciplinary connections include math measurement, such as weighing water and measuring water drops, and music by studying the vibration and sounds of water movement through the earth. These activities embrace a constructivist, thematic approach to learning

science. Guest speakers are invited to show students the relevance and application of science in everyday life. Technology is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint) facilitates data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

Middle and Upper Grades (6-12)

The 6-8th grade science curriculum, aligned with NGSS standards, allows students at each grade level to explore in greater depth the earth, space, life, and physical sciences. Teachers will use Macmillan/McGraw-Hill's *Earth & Space iScience* © 2017 (Grade 6); *Life iScience* ©2017 (Grade 7); *Physical iScience* ©2017 (Grade 8); all of which have correlations with the new State approved Next Generation Science Standards, NGSS. Science instruction in the middle grades also aims to expose students to both the academic content and the scientific experiences (designing and conducting experiments, use of technological and laboratory equipment) that will prepare them both for upper school science courses and the study of sciences at the college level. In addition, teachers may utilize popular scientific publications, visits to museums and research institutions, the natural resources of the surrounding area, and presentations by scientific professionals.

Science instruction incorporates and reinforces mathematics standards whenever possible, enabling students to see the strong connection between the two subjects and broadening their understanding of both. Key reading standards are identified by grade level teaching teams and reinforced during science instruction as students encounter challenging scientific text. Key writing and speaking skills will be used when presenting information. As in other subject areas, projects designed to allow students to demonstrate their mastery of knowledge through written and/or oral presentation are used in addition to more traditional assessments.

In the Upper grades, Biology, Chemistry and Physics will be offered to students. Science electives such as Introduction to Nano Technology, Nano Technology and Environmental Science will be offered also. Through partnership with institutions of higher learning and science oriented institutions, students will be exposed to a wide variety of careers in science and how to prepare for such careers. ECA will work with the Material Sciences Faculty of Northwestern University to share Nano Technology concepts and activities with our scholars. Emphasis will be placed on applying engineering principles to solve real world problems. Students will identify problems and design experiments to regularly test the efficacy of their solutions. Online curriculum that will support personalization and student agency might include C- K12 Flexbooks, Eduvee, Next Lesson, Molecular Workbench and Khan Academy.

History/Social Science

Eagle Collegiate Academy's History/Social Science courses will be aligned with the Common Core State Standards for History/Social Studies, the History-Social Science Content Standards, and the California History-Social Science Framework. Students will engage in units of study throughout the Social Studies curriculum to develop a better sense of the world around them, in order to be prepared for an increasingly interdependent world. The goal of the history-social science curriculum is to provide students with an accurate account of historical

events and cultures as well as meaningful experiences that connect the past and present. Using the California standards as a base, teachers focus on fostering in students the awareness of the world as well as each student's role in being a productive citizen in the school and neighborhood communities. The Social Science instruction will foster a culturally sensitive perspective rooted in civic-mindedness and egalitarian principles. The courses will help students understand universal concepts by using a variety of sources – the recognition of the dignity of the individual and the importance of ethical issues in the context of societies; the understanding of religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; the analysis of patterns of global change; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in society; the understanding of the basic principles of democracy and the origins of basic constitutional concepts; the development of political systems across time; the knowledge of the globalization of national affairs; and the use of time and chronology in the analysis of cause and effect.

Understanding historical events, as well as geography around the globe, allows students to make connections and develop student-generated questions. Drawing upon various resources such as digital, print, and video, students acquire information to make discoveries about our world, both past and present. Keys to Literacy will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. ECA will view history through a social justice lens. As a result, resources such as those from Perspectives for a Diverse America will be integrated into our curriculum. Through interdisciplinary units, students will be empowered to write across content areas.

World Languages

The goal of Eagle Collegiate Academy's World Languages program is to create citizens of the world. Students use languages to communicate effectively and appropriately in listening/viewing, speaking/signing, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our own society. Teaching students to be culturally sensitive and to develop their awareness of other cultures will be high priorities for ECA teachers. By utilizing a variety of teaching methods and emergent technology, the teachers will address the students' different learning styles, help them develop proficiency in the target language, and lead them to an understanding of the concept of multiculturalism.

The stimulating and vibrant classroom environment will promote collaboration and encourage meaningful communication among scholars. Students will be guided to see learning a new language as a necessary 21st century skill that will enable them navigate the global landscape. This is accomplished through the development of four fundamental skills: oral comprehension, speaking, reading, and writing. ECA will provide students with Spanish and Korean instruction. The next world language after Spanish that is spoken in the surrounding valleys is Korean. One of the lasting and effective ways to learn about another culture is by studying the language used by that culture. ECA intends through the study of Spanish and Korean languages to foster a more enlightened, global minded and culturally sensitive scholars. Through field trips to local authentic sites and events, students will gain firsthand

experience about the culture of the language under study. Keys to Literacy will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs.

Fine Arts

The Fine Arts curriculum at Eagle Collegiate Academy is based on California content standards and frameworks for Visual and Performing Arts. ECA expects to offer Art, Drama, Graphic Arts and Photography, over time. The goal of visual and performing arts instruction is to recognize the relationship between the arts and society and the connection to global world culture. Students in art classes have the ability and opportunity to demonstrate their own creativity utilizing any course specific medium. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. The primary elements of art that will be taught to all grade levels include line, color, shape/form, texture, and space. Students will explore a range of media including watercolors, pastels, collage, clay, paper, charcoal and found objects. Projects may be inspired by the study and examination of works representing a particular movement, an artist's unique style, a mood set by a story, an idea that a student wishes to communicate or by experimentation with color, texture or composition.

The Art Teacher will introduce artifacts, paintings, drawings, architecture, and sculpture that will enhance student knowledge of art history. Students will also compare the art for similarities and differences between different cultures. By examining actual artifacts and pictures, students will study the function and purpose for creating art and gain an appreciation for art as an important element of human expression. By exploring timeless ideas expressed through art, students will be able to design their original artwork as well as analyze and respond to the work of others. For example, students will create and share self-portraits, describing the process of drawing their faces and sharing what feelings their portraits convey. The Art Teacher will collaborate with classroom teachers to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics. Keys to Literacy will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. ECA will ensure that through our course integration, students meet the UC "f" art requirement.

Physical Education / Health

Eagle Collegiate Academy's curriculum for physical education, PE, will be aligned with the California Physical Education Model Content Standards and frameworks. ECA PE will promote healthy lifestyles among students and their families through the development of positive physical and mental habits as well as the study of physiology and kinesiology. The curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, positive attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle for life. Students will demonstrate knowledge and understanding through the performance of exercises, written examinations and observations by the instructor.

The physical education program emphasizes individual motor skills, fitness and good

sportsmanship including: sensory and perceptual skills, loco-motor and non-loco motor skills, balance, eye and hand coordination skills. Students will be instructed in the rules of many traditional games and sports with the aim of instilling a sense of strategy, a cooperative attitude, and a sense of fair play. Students will learn to work and play effectively within team dynamics, to appreciate and respect all students' abilities, and to play roles of leadership, or subordination to a common goal when appropriate. The PE curriculum will also prepare students for the Physical Fitness Test in grades, 5 7, and 10. Integration of the California Content Standards of the health curriculum will support nutrition and healthy choices that improve the quality of life, hence Health and wellness instruction will be included in the curriculum. The health curriculum will cover the following strands: self-image, personal development, and social development. Human development is also a central part of the health curriculum. Students will learn key health standards through solving real world problems. Emphasis will be placed on students evaluating data and research to make healthy and responsible choices throughout their lives. Keys to Literacy will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs.

Technology

Eagle Collegiate Academy is committed to fostering intellectual exploration, individual growth and social responsibility in our students' lifelong pursuit of scholarship, integrity, community and opportunity. ECA envisions its students as global citizens and leaders in the 21st century. The mission of technology is to support the broader mission of the school.

To prepare students for the unprecedented opportunities that await citizens of the 21st century, ECA recognizes that a thorough understanding of technology is essential for success. Educational technology, thoughtfully and appropriately applied, will enhance not only the learning experiences of all students but also the professional growth of ECA's teachers and staff. In the interest of having students take ownership of their education, technological skill-building will be integrated into the curriculum. ECA believes that full and equitable access to technological resources, available anytime and anywhere, must be a high priority for ECA students, teachers and staff. The Strategic Technology Plan envisions a faculty that intellectually engages students through "appropriate integration and applications of technology." ECA is committed to providing teachers with quality resources to support this goal. ECA will implement technology as follows:

1. Develop procedure to assess technology training needs at ECA.
2. Encourage teachers' use of productivity and class management tools to facilitate lesson development, instruction, assessment, communication and grade reporting.
3. Look for evidence of technology integration in lessons and student work through periodic classroom observation.
4. Enable use of technology to generate new ideas, products or processes (work product, e.g. word processing, presentations, note taking, Wikis, video).
5. Provide access to digital tools to facilitate communication and collaboration among students.

6. Identify technology innovators among teachers and staff who will explore new technologies, systems and software to determine their viability in the ECA technology environment.

Many technology topics will be integrated within the core subjects. Students will have access to laptop computers with cameras, an LCD projector, and a printer. These tools will be used to enhance understanding and apply content knowledge in core subject areas. Students will be taught effective research skills and the safe and responsible uses of the Internet. ECA will utilize mobile laptops to teach mathematics concepts based on the Math and Music program of the MIND Research Institute. In addition, the students will use laptops for research projects, for composing stories, for taking photographs and inserting digital images in order to illustrate stories, for word processing, for differentiated instruction (e.g., math facts practice, phonics exercises), EL activities, and to research topics and find information related to thematic units in social sciences.

ECA plans to ensure that students have the skills to access, analyze, and present information in multiple formats. Technology instruction is woven throughout subject areas so that students will be able to progressively do the following:

- Know how to access pre-selected sites on the Internet and use e-mail as a means of electronic communication.
- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand how to be an ethical user of technology.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.

Diverse Enrichment Activities for The Whole Child

Eagle Collegiate Academy will offer relevant science, technology engineering, arts and mathematics enrichment classes and creative extracurricular programs that will develop the innate and acquired talents of our scholars. These classes will provide a fun and safe environment while allowing students to pursue or enhance an existing skill or interest or access academic support. These classes will also offer resilience training that will help scholars develop the social and emotional skills needed to have healthy relationships, successfully navigate and persevere through challenging situations. Scholars will also have opportunities to participate in dialogues, and to discuss the issues of equity and social justice in our society. ECA plans to provide developmentally appropriate academic and extracurricular programs that foster a positive school culture lead will lead to the development of the whole child.

ECA will offer the following enrichment activities after school over time: arts and crafts,

cheerleading, chess, ceramics, dance, drama, gardening, media –broadcast journalism, video production, school magazine, martial arts, music, speech and debate, and robotics. These enrichment activities will be based on student interests via a survey that will be administered to students. Students will also be able to participate in the National Elementary Honor, National Junior Honor and National Honor Societies, as well as the California Junior Scholastic Federation and California Scholastic Federation. ECA will also offer intramural sports such as soccer, flag football, basketball, and baseball. The Enrichment activities will be facilitated and supervised by certificated and classified staff, community partners, parents and volunteers. ECA plans to partner with local broadcasting networks and movie studios. ECA will seek After School Education and Safety (ASES) grants to be able to provide a robust enrichment program. Please see ECA After School Registration Form in Appendix M.

Establishing a College-Going Culture

Eagle Collegiate Academy college-going culture begins in prekindergarten with all incoming students as they enroll at ECA. Lower school students will be exposed to the college and career awareness activities on campus. Parents of fifth graders transitioning to middle school will receive information about college and career activities on campus as part of the transition to middle school orientation. Parents of middle school parents who are moving up to upper school will be informed of the need to make an appointment with the school counselor to provide input into curricular options and develop a four year success plan. The initial parent contact with the school counselor sets the precedent that parent engagement in student success is extremely vital to high school achievement. The students are not asked whether they plan to go to college but which college they plan to attend. ECA will establish and maintain a college-going culture by implementing the following:

- College and Career Preparatory and Readiness Portfolio
 1. Upper school students will develop and maintain portfolios to document progress and next steps of meeting college-entrance requirements beginning in tenth grade as part of the Advisory program.
 2. Parents will receive the requirements of the college portfolio with a guide to plan for success at the initial parent orientation to the school program. Parents will also participate in learning about and supporting their child’s preparation for meeting college-entrance requirements.
 3. All upper school students will be required to have a college and career plan submitted at the conclusion of their junior year delineating the colleges they want to apply to and the careers they are interested in pursuing.
 4. Upper school students will also be required to share their college acceptance letters with the college office in order for the school to have data and records of students’ whereabouts after upper school.

- College Study Skills

ECA’s curriculum includes direct development of study skills embedded in coursework to prepare our students to be independent learners through the use of study skills materials.

- College Orientation

Pennants from local and national colleges and universities will be displayed throughout the campus and in classrooms. Students will be oriented to college coursework in ninth grade.

- **College Campus Visits**
Trips to local universities will be coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.
- **College Scholarship Application Support**
Beginning in the eleventh grade, students and their parents will participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.
- **PSAT and SAT Tutoring and Preparation**
ECA will provide awareness, tutoring and support preparation for PSAT and SAT exams as well as includes CSU Early Assessment into our college-readiness program. All students in tenth grade will take the PSAT test. Students who wish to can take the PSAT in 9th grade also.

School Schedule and Calendar

Eagle Collegiate Academy's annual instructional minutes offering will comply with the requirements set forth in Education Code Section 47612.5 by meeting the requirements of at least 175 days of instruction annually. ECA expects all students to attend school every day unless they are ill. ECA does not anticipate chronic absenteeism. ECA anticipates operating on a 180-day calendar, not including pupil-free days. ECA will respect and accommodate religious holidays observed by families of all faiths. ECA will observe all federal holidays and will closely align winter break, spring break and other pupil-free days to the charter authorizing school district. The annual calendar will provide for pupil-free staff development days.

ECA will meet or exceed the following required California public schools instructional minutes annually:

1. To pupils in kindergarten, 36,000 minutes
2. To pupils in grades 1 to 3, inclusive, 50,400 minutes
3. To pupils in grades 4 to 8, inclusive, 54,000 minutes
4. To pupils in grades 9 to 12, inclusive, 64,800 minutes

Please see Appendix F for ECA draft 2017-18 Bell Schedule and ECA draft 2017-18 Calendar.

Teacher Quality

Recruitment, Hiring, and Retention of Highly Qualified Teachers

Recruitment and orientation of highly qualified, experienced and dedicated employees ensures that the entire school team – teachers, counselors, special education providers, instructional aides, community volunteers and classified staff share a single vision of an engaged, disciplined student body focused on high academic achievement. Eagle Collegiate Academy has developed an extensive recruitment and hiring process, and will use multiple strategies to attract and keep highly qualified teachers with subject area knowledge and innovative pedagogy.

Teachers will be recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, EdJoin), the school website, career fairs, local universities and word of mouth referrals. ECA’s founding team will use its extensive network of teachers to share its hiring needs. ECA will conduct a thorough review of the qualifications of candidates that apply for employment at the school. The hiring committee consisting of teachers, parents and administrators will interview the candidates. Following interviews, instructional leaders will contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written offer of employment from ECA. In addition, ECA will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing to ensure that each teacher possesses the credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach.

ECA plans to attract and retain teachers by offering a suitable and equivalent compensation package. ECA also plans to create a collaborative environment where teachers are provided adequate time to plan and collaborate with peers and to participate in professional development that meets teachers needs.

Professional Development for Ongoing Instructional Improvement

In order for ECA scholars and staff to continually improve and achieve at high levels, there is a need to have continuous opportunities for teachers to develop themselves professionally. Teachers will spend significant time every summer working together with the following goals:

- Collaboration with other teachers to map curricula, plan units and projects, and refine units and projects.
- Learning about new research on pedagogy, learning, and the brain.
- Building systems and structures to support the ECA culture and community, especially developing the core values with each other so that we can work with the students as well.
- Creating digital portfolios of best practices so that teachers may learn from each other asynchronously.

Weekly Collaboration With Peers

Teachers will have three hours each week to collaborate with each other in vertical teams,

subject matter teams and grade groups. Protected time for teachers to collaborate is one of the most important elements to ensure adequate planning for student engagement and deeper learning. At ECA, teacher collaboration assures that vertical articulation that will lead to seamless transition from one grade to the next occurs.

In addition to the common collaboration time, each teacher will have allocated hours each week to work individually, to collaborate with teachers in the same discipline, and to meet with a coach and/or the administration team.

On-going professional development will include the following:

- Providing teachers training in IB program implementation and curriculum.
- Providing teachers with training in the Charter School’s methods and how to implement these methods at the teacher’s grade level. Key professional development topics include: core curricular instructional programs and materials, core curricular approaches in the content areas (keys to literacy, hands-on mathematics, curriculum and lesson planning, inquiry-based social studies and science), CCSS, standards- based lesson planning, instructional differentiation, and using assessments to inform instruction.
- Training teachers in strategies for serving English Learners.
- Training teachers to “seek and serve” special education students effectively in a full inclusion model, working collaboratively with special education personnel.
- Training teachers in differentiation to meet the needs of high- and low-achieving students, in Response to Intervention, and in intervention programs, strategies, assessment and monitoring.
- Giving teachers guided practice in protocols for examining student work and adjusting instruction.

Additional professional development experiences will be determined after the faculty has been hired, in response to the strengths and needs of the faculty as well as to include teacher voice in the planning of the professional development. The majority of the on-going professional development will be provided by the ECA administration staff. Additional providers will be contracted as needed to address areas of need.

ECA plans to hold two weeks of planning and professional development prior to the Charter School’s opening, and one week before the start of each school year.

Addressing Special Student Populations

Eagle Collegiate Academy is designed to meet the needs of all learners. Our commitment to personalized, standards and mastery-based systems of learning will allow ECA to support each student and address their individual needs. ECA will take an approach that considers the whole child and addresses social, emotional, and physical needs in addition to academic needs. Below is an example of how elements of our program specifically meet the needs of special population students.

ECA’s Design Element	How This Element Supports Special Populations of Students
<p>Rigorous Literacy-Embedded Instruction Including International Baccalaureate</p> <p>By embedding core literacy skills and knowledge competencies in common projects and problems, teachers will be able to guide students in authentic learning while targeting support and extension to students’ areas of need.</p>	<p>Academically Low Achieving Students</p> <p>Based upon assessment data, teachers will identify which students need additional supports and will use a workshop model to support small groups of students in understanding essential learning goals. If students need additional time in mathematics for instance, time with the mathematics teacher can be extended, and time with a content area where the student is more proficient can be shortened. Teachers will utilize educational software and learning experiences to support students in their zone of proximal development. Teachers will focus on the most essential learning goals to help students accelerate their learning. Students will have multiple ways to access content and demonstrate their learning. Emphasis will be placed on developing literacy and numeracy skills in addition to skills that help students become more self-directed in their learning. Teachers will be trained in keys to literacy strategies to use to infuse literacy in their lessons.</p> <p>Academically High Achieving Students</p> <p>As teachers determine students who are proficient in learning outcomes, students will have opportunities to move further and deeper in their learning experiences. Through formative assessments, academically high achieving students will be identified and they will be able to move ahead or deeper in their learning. Teachers will provide opportunities to apply these students knowledge and skill to more challenging situations and contexts. They will also have the opportunity to identify extensions that they are most interested in learning. ECA’s proposed IB PYP, MYP and DP programs will ensure that the high achieving students needs are met.</p>
	<p>English Learners</p> <p>All teachers will be trained to scaffold reading, writing, listening and speaking skills for our</p>

	<p>English learners. For example, teachers will use sentence starters, active listening strategies, and graphic organizers to help students organize their thoughts and integrate new concepts into students' schema. Integrated ELD curriculum will be implemented in preK-12. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction to their particular language learning needs. ECA teachers will see proficiency in languages other than English as an asset and will build upon our students' linguistic strengths and lived experiences to empower our students.</p> <p>Immigrant Students</p> <p>ECA will hire a part time ESL teacher to support immigrant students with no or very limited English as well as EL students who were identified by teachers as needing more personalized support.</p> <p>Homeless Students</p> <p>ECA will identify and provide access to support and resources for homeless students such as School on Wheels, Inc which provides</p> <ul style="list-style-type: none">• one-on-one tutoring for K-12 students• Match homeless and foster youth with their very own volunteer tutor• Recruit and train volunteers who meet students weekly• Distribute FREE backpacks and school supplies• Provide stability in a time of stress and transition <p>Students with disabilities</p> <p>Students with disabilities will be heterogeneously grouped within our core class to ensure the least restrictive environment possible. In addition to teachers in the core class, we will have a paraprofessional to give students with special needs additional support. All students will have opportunities to access content and demonstrate</p>
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	<p>their learning in multiple ways. As often as possible, ECA Special Education teacher will push-in to the classes to support students with special needs.</p>
<p>Personalized Learning Plans / Advisory</p> <p>Based on universal pre- assessment, and ongoing assessment within the class, teachers and mentors will be able to support students in developing their own personal learning plans. These plans could include reinforcement of basic skills through videos, online course material, and could also include extension through the same media. In addition, teachers can tailor tutoring sessions, extended learning opportunities, and seminars based on these plans. Each plan will include short- and long-term learning objectives for each student, and will be updated regularly with the teacher’s support.</p>	<p>The personalized learning plan will be especially useful for students who are English learners and who have special needs. The personalized learning plan will help teachers identify and provide support for students based on assessment data. This data will also be used to identify academically low and high achieving students. The learning management system that supports the personalized learning plans will help teachers identify next steps for students within promptly so that students get the feedback and guidance they need to become proficient or advanced in all concepts. When students are proficient in content, they may move further or deeper through extension opportunities.</p> <p>Because students will set long and short-term goals for their learning, all students, and especially students with special needs, will improve their executive functioning skills. Each student will be assigned a teacher advisor who helps students develop metacognitive skills to support academic, social, and emotional goals. These goal-setting conversations will occur during one-on-one meetings during advisory to ensure that every student gets the support and guidance they need.</p> <p>ECA’s personalized learning platform will be especially helpful for English learners. Scaffolded assignments and learning modules will be a part of our learning management system so that all of our English learners have access to the curriculum and the linguistic supports they need to be successful.</p>
<p>Engaged Learning</p> <p>The concept of “learning by doing” is a powerful educational model in which project based, “engaged” learning experiences are integrated into the entire curriculum. A hallmark of a 21st century academic program, engaged learning is authentic, inquiry-based, experiential, student-centered and</p>	<p>All students will benefit from the opportunity work in collaboration on projects. Through the design thinking process, students will learn to develop empathy for others. This will be especially helpful for students with special needs who are working on social emotional learning goals. Working with heterogeneous groups will help all students develop their communication and collaboration skills. This will be especially helpful for English learners to develop listening and speaking skills as they</p>

<p>often involve multiple subject areas. Technology also plays an important role.</p>	<p>collaborate with other students.</p> <p>Often times, students who are academically low performing have higher levels of engagement and motivation in hands-on learning activities which project based learning provides.</p> <p>Academically high achieving students will also thrive because they will have the time and space to explore their passions, and be creative.</p>
<p>Academic Center and Tutorials</p> <p>Students who need additional support in core subjects will go before school, during lunch and after school to receive support and or extended time to complete assignments. Students may be referred to the Academic Center by teachers, school administrators, guidance counselors and parents at any time during the school year. The Center staff will help provide targeted support for students in the areas of difficulties.</p> <p>There is also time in the afternoon for students to participate in tutorials with their teachers in smaller groups.</p>	<p>Students who need more time for remediation than the core period allows will go to the Academic Center during and after school to receive support and or extended time to complete assignments. Also students will be scheduled in afternoon tutorial sessions with their teachers. These sessions will be created according to data that show student need. This aspect of our blended learning approach allows teachers to be strategic with groupings to support the students who are academically low achieving by using technology to help differentiate instruction for each learner.</p>
<p>Collaboration During Common Planning Time</p> <p>Collaboration among the teachers is crucial design element of our charter school that especially supports special populations. ECA teachers will collaborate to ensure that all students are successful in all curricular areas. Vertical Teaming ensures that students move to the next grade level with the necessary skills to be successful. ECA schedule includes three hours a week during which teachers will examine formative assessment results for all students, and organize core and intervention time accordingly.</p>	<p>All students will benefit from seeing their teachers model effective collaboration, communication and conflict resolution together.</p> <p>Because ECA teachers will regularly analyze and reflect upon data together, they will be able to quickly share best ways to support individual students. For high achieving students, they will identify next steps to extend student learning. For low achieving students, teachers will identify the most effective interventions to support student learning, while ensuring that all of the students' social and emotional needs are being met. For English learners, teachers will ensure that students are having adequate linguistic support in every academic content area. For students with special needs, teachers will collaborate with special education teachers to ensure that each students'</p>

Teachers can learn from each other what works for supporting individual students, as well as hone their craft through deep engagement in the teaching and learning process.	growth goals are met.
High Expectations ECA has high expectations of all students and believe team that all students can learn at high levels.	By holding high expectations of students, we know that, with time as the variable rather than learning, we can ensure every ECA graduate is ready for college and beyond. Like the famous Pygmalion experiment shows, we know that teacher expectations will improve student outcomes.

Plan For Students Who Are Academically Low Achieving

Eagle Collegiate Academy team believes that each student can meet the CCSS and will work accordingly with students to achieve these standards. Since ECA values multiple intelligences and differentiated learning, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Other components of the program assist in meeting the individual needs:

- 1) Small class sizes which allow the teachers to truly know their students;
- 2) Ample instructional planning time during each school day so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
- 3) A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
- 4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
- 5) Various forms of assessment that are used to guide instruction;
- 6) Learning goals that are clearly articulated; and
- 7) High expectations for all students.

Teachers will assess all new students, and administer baselines assessments to returning students. These evaluations will be derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers will also assess students through informal measures such as checklists, running records, class work and observations.

In addition to the supports built-in to the curriculum, ECA's intervention program for academically low achieving students will be based on the Response to Intervention (RTI). RTI model consists of four main components:

1. High-quality, scientifically based classroom instruction
2. Ongoing student assessment
3. Tiered instruction
4. Parent involvement

There are three tiers to RTI. All students start at tier 1 which is the core curriculum. Students are screened at this level to identify if they need any support and provide the targeted intervention early before the student experience failure. Tier 2 is when students who are experiencing challenges in accessing the curriculum are provided extra core curriculum exposure or instruction such as extra small group reading time at the elementary level or extra one on one lesson in solving algebraic equations at the secondary level. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio. Tier 3 involves intensive intervention and may include special education students. At this level, the level of support is increased by providing special education aide, or providing more one on one time with the teacher at both the elementary and secondary levels.

ECA will initiate universal assessments in math and literacy for all students entering the Charter School in order to identify academically low achieving students and allow us to target interventions to the most at risk students from the beginning of school. The universal screening will allow us to create personal learning plans for every student, as well as target students for more intense intervention. The first eight weeks of school will consist of high-quality classroom assessment and instruction with targeted interventions for all students. For students who require more intensive instruction to master the content, we will hold tutorial and targeted blended learning sessions in the Academic Center both before school, at lunch and afterschool. During these sessions, students will be provided with content that is appropriate for their individual needs.

Collecting and Using Data to Target Support

Part of Eagle Collegiate Academy's model is ongoing, formative assessment within the context of the core curriculum. Teachers will leverage technology to allow them to make real-time determination of each student's skill and knowledge, and will adjust instruction accordingly. In addition, students will have common assessments that will be used formatively - so that teachers can target their direct instruction to individuals, small groups, or entire classes as needed. The formative assessments will also inform the development of personal playlists that help support student acquisition of knowledge and skills. We will use a learning management system, a Personalized Learning Platform to provide students with personalized content, assessments, and goals. Thus, ECA will identify students who are performing below grade level through the results of the California Assessment of Student Performance and Progress (CAASPP) tests, school-wide benchmark assessments, classroom assessments, and classroom observations. Teachers will be trained to use Response to Intervention and monitor the success of tiered strategies in seeking to meet each student's needs. When Tier I strategies do not produce success, teachers will use Tier 2 strategies, and then onto Tier 3 strategies.

The RTI process whereby most intervention is possible directly through the core team and the personalized learning plans will be utilized. However, some students will need more intense intervention to achieve their learning goals. An intervention team of the individuals best at assessing students' individual needs for support such as the student, teachers, advisors, parents, administrators and other community partners will be created. The team will follow the "problem-solving model" outlined below:

- Identify the problem in specific, measurable terms;
- Analyze the student problem to uncover underlying functions or reasons to explain why the problem is occurring;
- Implement an evidence-based intervention plan whose elements are logically selected to assist the students; and
- Evaluate on an ongoing basis to determine if the plan does in fact help the student to reach academic or behavioral goals.

Eagle Collegiate Academy will use a student success team, SST, process where students are not making expected progress to develop the specific adjustments to the student's learning programs. In SST meetings, the parent or guardian (optional) for students still not achieving at grade-level standards will meet with school personnel to review the above strategies and plan for new ones. Students' learning programs will be updated as needed to address their specific needs, including instructional differentiation needed to help the student make the most progress. Depending on identified needs, students will receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate the student's specific academic needs
- Supplemental math lab, writing lab, literacy lab to close skills gaps or study hall period to help students stay on pace
- Additional help during the school day from teachers, support staff, peers, and/or volunteer tutors
- Supplemental instruction, including extra help and/or targeted academic interventions to raise skills to grade level

Services to support academically low-achieving students will be provided during the Charter School's instructional hours in the Academic Center or teacher classrooms. In some instances, if the student's parent(s) or guardian(s) desires, some targeted services may be provided outside the core school day through vendors that offer tutorial services. ECA also plans to provide summer school programs for remediation and accelerated learning; depending on the Charter School's ability to fund these programs.

Parent Involvement

Through Eagle Collegiate Academy's learning management system, parents will be able to follow their student's progress in meeting the learning goals. If a student is identified as low achieving, the core teachers and the advisory teacher will reach out to the parents by email or phone call to inform them of the process by which the student is receiving support and to get feedback on their ideas. When possible, the outreach will occur in face-to-face meeting either

at the school or through home visits. In addition, parents will be an integral part of the intervention team as described above. In addition, parents will be notified of student progress through regular report cards, and through our learning management system such.

Plan For Students Who Are Academically High Achieving

Eagle Collegiate Academy will provide an excellent learning environment for high achieving students as a result of the college preparatory focus, the Advanced Placement (AP) courses, the International Baccalaureate program and dual language of Spanish and Korean that it will offer. IB programs encourage the learning of two world languages. There are a number of Korean residents in surrounding areas. Having students learn Korean will enhance interactions with Korean community members. Students will be provided with rigorous and intellectually challenging assignments that will allow the students to dig deep to solve the assignments. Academically high achieving students will be identified using the results of the state CAASPP assessments, school-wide benchmark assessments, classroom assessments and/or classroom observations. Teachers will identify academically high achieving students and provide them with opportunities to appropriately challenge them to push further in their learning and/or apply their learning to different and more challenging contexts. Academically high achieving students will be provided with appropriate and engaging instruction and activities that will allow them to develop and reach their highest potential. When students have already mastered the target content and skills, they will have the opportunity to go deeper into a subject as their interests dictate. At the elementary level, high achievers could read ahead and complete comprehension activities while the teacher works with the rest of the class.

- Learning activities above grade level on a variety of activities, such as multiage groupings in mathematics, Honors classes, AP classes and IB program.
- Pairing with low-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. Students will also gain leadership when they create a project that engages other lower-level students who are developing interest and skills.
- Participation in college preparatory electives such as Nano Technology and Environmental Science at the high school level will be offered.
- Participation in enrichment activities during or after school

Parent Involvement

Through ECA learning management system, parents will be able to follow their student's progress in meeting the learning goals. If a student is identified as high achieving, the core teachers and the advisory teacher will reach out to the parents by email or phone call to inform them of the process by which the student is being challenged and to get feedback on their ideas. When possible, the outreach will occur in face-to-face meeting either at the school or through home visits. In addition, parents will be notified of student progress through regular report cards, and through our learning management system.

Plan For Serving English Learners

Eagle Collegiate Academy will meet all applicable legal requirements for English Learners (EL) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-

classification to fluent English proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. ECA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

ECA will administer the home language survey (on the enrollment form) upon a student's initial enrollment into ECA.

Identification of EL Students

All students who are entering a California public school for the first time or who have not yet been (CELDT) tested, and who indicate that their home language is a language other than English will be given the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter until students are re-designated as fluent English proficient. CELDT will be used as the initial assessment from July 1, 2017 to June 30, 2018. English Language Proficiency Assessments for California, ELPAC will become operational as the summative assessment in Spring of 2018. ELPAC will replace CELDT as the initial assessment in July 2018 and CELDT will no longer be used.

ECA will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT /ELPAC results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act, for annual English proficiency testing.

Reclassification Procedures

EL students at each level will be monitored to ensure that they are progressing positively towards reclassification. Students will be monitored in conjunction with the California English Language Development Standards levels described below:

- **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
- **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
- **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
- **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
- **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply

knowledge across the content areas.

Reclassification procedures involve multiple criteria in determining whether to classify a pupil as proficient in English such as the following:

- Assessment of language proficiency using an objective assessment instrument such as the CELDT.
 - Comparison of the student's performance in basic skills against an established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
 - Student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student participation to evaluate levels of curriculum mastery.
 - Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents' opportunity to participate; and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Reclassification will occur in September on a yearly basis so that teachers and administrative staff will have access to all relevant data from the previous school year.

Staffing

All teachers delivering instruction in core content areas to ELs will hold, a Crosscultural Language and Academic Development (CLAD) Certificate or a Bilingual Crosscultural Language and Academic Development (BCLAD) Certificate.

ECA English teacher will be assigned a period off to serve as the EL Coordinator. The EL Coordinator will support teachers with identifying language that may be challenging for ELs in their specific content, strategies that will help ELs learn the content as well as support students during Designated EL time in teachers classrooms, and also during Advisory and SSR. The EL Coordinator will collaborate with content teachers to schedule the support as needed.

The EL Coordinator and the administrators will coordinate the CELDT/ELPAC administration.

ESL Support

English a Second Language, ESL teacher will be hired in ECA's year three when student numbers are projected to increase to provide support for immigrant students as well as more personalized support to EL students who have been identified by their teachers based on ECA assessments as needing the extra support. The ESL teacher will use both a push-in and pull-out strategy depending on students' needs.

Curriculum and Instruction EL students will receive specific instruction in ELD during the school day. Students can also pursue additional opportunities to develop English proficiency

through internships, community college partnerships, or a conversation café with native English speakers who wish to further develop an additional language.

There are two ways that ELD standards are used to support ELs in schools. The first one is the integrated ELD. Integrated ELD curriculum will be implemented in all grades and it is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy, Social Studies, Math, Science and Art to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

The second and more specific support form of EL support using the ELD standards is the designated ELD. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction to their particular language learning needs. Designated ELD will be provided by ECA teachers during a protected time during their regular school day. Teachers will use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. Advisory and SSR periods in upper school and middle school respectively will be used when needed to extend Designated ELD instruction. ECA EL Coordinator will be available during Advisory and SSR periods to provide additional support to teachers and students. ECA will provide a period off for the English teacher to serve as the EL Coordinator.

ECA teachers will use Specially Designed Academic Program in English (“SDAIE”) elements necessary to ensure the success of English Learners. Teachers will also be trained and coached to use EL instructional strategies and pedagogy such as those taught through WestEd’s Quality Teaching for English Language Learner (“QTEL”) program to support students’ English language development. Teachers will learn how to match specific instructional strategies throughout a unit of instruction to support various linguistic proficiency levels. For example, to support EL students in active listening and speaking skills, teachers may promote the use of “Accountable Talk” where sentence starters help student respond to each other by using academic discourse. Within the learning management system and instructional strategies used by teachers, linguistic scaffolds will be utilized that support individual students’ acquisition of academic language in English through reading, writing, listening and speaking.

The strategies described below explain how ECA instructional program will support all learners in addition to EL students.

1. Teachers will carefully plan the environment, instruction, and materials. They will choose contexts for learning that facilitate a connection to ELs’ lived experiences, knowledge, and needs.

- All project entry activities are designed to activate schema and to generate student interest in a topic based partially on what they already know and can do.
- ECA thematic approach through projects and authentic problems ensure a foundation for EL students to connect their prior experiences.
- English learners will have access to applications and videos that emphasize learning language with the support of graphics, videos, and other visual cues using computer

- applications
- Utilizing real-world projects to organize learning opportunities, teachers will ensure that students are engaged in hands-on learning when possible, including building models and prototypes in our Innovate Lab.
2. English learners will learn in cooperative and thematic learning environments with their peers. A variety of interactive strategies including student to student, student to teacher, student to text, and student to self (reflection, self-evaluation) will be utilized.
 3. Teachers will contextualize content using comprehensible input and techniques such as rephrasing and paraphrasing.
 - Using on ongoing formative assessment, students will be provided with access to leveled readings in conceptually difficult material as needed so that all students have access to the content while developing skills in English.
 4. Teachers and staff will be trained in culturally-responsive pedagogy.
 - The school culture and classroom culture at ECA will create learning communities where students not only contribute to the culture, but see themselves reflected in what they study and read.
 - All ECA students will experience culturally responsive pedagogy, heterogeneous groupings, and open access to all courses.
 5. Teachers will select scaffolds to assist EL students' engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic). Through continuous observation, monitoring, and assessment, teachers will modify instructional procedures to support students' increasing autonomy.
 - Teachers will collaborate to create academic and linguistic scaffolds in the project environments to support all learners, including English learners. ECA's Learning Management System (LMS) that provides students with a personalized learning plan, will ensure that students have access to leveled readings, graphic organizers, visuals, and videos to ensure all students can access the learning.
 - Teachers will take into consideration the need to provide all of the appropriate scaffolds for English learners as they collaborate.
 - Blended learning opportunities and personalized learning plans will ensure that students will get additional comprehensible input based on their linguistic proficiency levels.
 6. Encourage EL Students to engage in free voluntary reading and supplemental texts to support subject matter teaching.
 - Students control their learning by selecting their own reading material. Students will be encouraged to read English texts that are appropriate to their level while continuing to read in their primary language to develop their literacy skills.

Parent Involvement

Parent will be notified regarding their child's English Language Development progress and CELDT/ELPAC scores at every report card period, and communicated with as often as needed through phone calls from the ELD coordinator and the student's teachers. Parent will have the opportunity to meet with teachers during parent-teacher conferences or at a different scheduled time to discuss their student's progress.

Serving Students With Disabilities

A. Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area, SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). Eagle Collegiate Academy will support the district's implementation of special education services.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA.

The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

B. Section 504 of the Rehabilitation Act

The Charter School 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 the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Administrator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student'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 including 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 student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student 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 student 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 student for special education per the IDEIA, a referral for assessment under the IDEIA 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 Charter 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, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student'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.

C. Services for Students under the "IDEIA" as a Public School of the District Pursuant to Education Code Section 47641(b)

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a

*Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner’s understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical “industry standard” arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School

agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

The Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in

locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Administrator and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to,

an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA polices in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district

operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled at the Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School.

WASC Accreditation and Transferability and Eligibility of Courses

WASC Accreditation

Eagle Collegiate Academy is committed to being a learning organization, and using data to make mission-driven decisions at every level. ECA will work with the Western Association of Schools and Colleges (WASC) to become an accredited charter school. ECA plans on initiating the accreditation process in its first year of operation (2017 - 2018). This visit should provide ECA with its initial accreditation, followed by self-study and three-year follow up visit.

Transferability and Eligibility of Courses

Eagle Collegiate Academy will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a report card issued twice a year, a student-parent handbook, and a transcript issued upon transfer and/or graduation. ECA student-parent handbook will explain course offerings, UC and CSU a-g requirements and transferability and eligibility. ECA will submit all courses to UC/CSU for approval as college entrance requirements. Please Appendix G for ECA courses.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan (LCAP)

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Elements 2 and 3: Measurable Student Outcomes and Methods of Measurement

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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

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(b)(5)(C).

Eagle Collegiate Academy plans to provide a rigorous learning experience for each scholar. The measurable school and pupil outcomes for ECA are designed to reflect our dedication to educate children so that they are able to make successful practical applications of learned content and skills in a variety of settings. Student outcomes reflect ECA's mission, are aligned with the California Common Core State Standards and the Next Generation Science Standards, and our definition of an educated person in the 21st century. In order to best serve our scholars and community, ECA will examine and refine its list of student outcomes over time to meet any changes to state or local standards that support such mission.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Subpriority A – Teachers

Goals:

1. ECA will identify, recruit, train, coach, and appropriately assign credentialed teachers who exhibit the core values and beliefs of the Charter School.

Actions:

1. Ensure all core teacher candidates screened for employment hold appropriate credentials as defined by the California Commission on Teacher Credentialing (CCTC), and appropriate EL certification.

2. Assign teachers to appropriate classrooms based on the teacher’s credential, certifications, and areas of expertise.		
Measurable Outcome	Method of Measurement	Person Responsible
1. 100% of ECA teachers in core subjects will be fully credentialed and appropriately assigned.	1. Initial and annual evaluation of personnel records and CTC information. 2. Written staffing plan that includes methods to ensure appropriate teacher assignment.	CEO Grade Span Directors (Lower, Middle, Upper)
Subpriority B – Standards-aligned Instructional Materials		
Goals:		
1. All ECA students, in all subgroups will have access to standards-aligned instructional materials.		
Actions:		
<ol style="list-style-type: none"> 1. Core program curriculum will be aligned to CCSS and NGSS. 2. Creation of curriculum maps and identification of standards-aligned materials for every course prior to charter school opening and revisited yearly. 3. Purchase and/or have available digital or hard copies of state-approved materials aligned to the appropriate standards. 4. Review all instructional materials before purchase pursuant to Education Code Section 60119. 		
Measurable Outcome	Method of Measurement	Person Responsible
100% ECA students will take courses that meet the CCSS, Next Generation Science Standards, and CA State History/Social Science Content Standards. 100% of ECA students will have access to standards-aligned instructional materials (digital or hard copies of state-approved textbooks).	Classroom audit confirms that all students have access to standards- aligned materials. UC a-g course approvals. WASC accreditation year one, year three, and on a regular basis after that.	CEO Grade Span Directors (Lower, Middle, Upper), Founding team, Teachers

Subpriority C – Facilities		
Goals:		
1. Charter School facilities will be maintained in good repair, as defined by Education Code Section 17002.		
Actions:		
1. Maintain and update facilities as need to provide a clean, safe learning environment and budget money for proper repairs.		
1. 2. Address safety hazards immediately and refer general needs items to the Board for review and prioritization.		
Measurable Outcome	Method of Measurement	Person Responsible
Achieve the Good Repair Standard as determined by the State of California’s Facility Inspection Tool (i.e., no deficiencies identified).	Annual inspection with Facility Inspection Tool; daily spot checks; weekly check-ins	CEO or designee
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS		
Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency.		
Subpriority A – Standards Implementation		
Goals:		
1. All ECA curricula will be aligned to CCSS, NGSS, CA State Social Studies Standards and ECA learning goals.		
Actions:		
1. Purchase and create curriculum aligned to CCSS, NGSS, and CA Social Science Standards		
Measurable Outcome	Method of Measurement	Person Responsible
100% of ECA curricula will be aligned to CCSS, NGSS, CA Social Sciences Standards, ECA School standards	Annual review of curriculum maps and courses of study showing alignment.	CEO Grade Span Directors (Lower, Middle, Upper), Teachers

Subpriority B – English Learner Content Knowledge

Goals:

1. All ECA curricula will be aligned to CCSS, NGSS, CA State Social Studies Standards and ECA learning goals

Actions:

2. Ensure EL personal learning plans are standards-aligned and focus on achieving competency in the core standards.
3. Align curriculum maps to CCSS, NGSS, or CA History/Social Science Content Standards.
4. Ensure all teachers are trained in methods and scaffolds to support English learners such as Specially Designed Academic Instruction in English (SDAIE) strategies and pedagogy; such as methods and scaffolds from Quality Teaching for English Learners (QTEL) to support students’ reading, writing, listening, and speaking skills.

Measurable Outcome	Method of Measurement	Person Responsible
<p>100% of EL students will gain academic content knowledge through the implementation of the CCSS.</p> <p>100% of ECA teachers will embed SDAIE strategies throughout their instruction to ensure EL students have access to the curriculum</p> <p>100% of ECA Curriculum Maps for English, math, social science and science course are aligned with CCSS, NGSS and CA Social Science Standards and have supports for ELs.</p> <p>100% of ECA teachers will have CLAD or BCLAD certification.</p>	<p>Formative classroom assessment; school wide formative assessments; documented progress towards proficiency on project proficiency scales.</p> <p>Sample unit plans from each teacher with embedded academic language scaffolds for EL students at various proficiency levels.</p> <p>EL student performance on the statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards.</p> <p>Annual review of curriculum maps showing supports for ELs.</p>	<p>CEO Grade Span Directors (Lower, Middle, Upper), Teachers.</p>

Subpriority C - English Learner English Language Proficiency

Goals:

1. 70% ECA English Learners will make one year of progress annually toward becoming

proficient in English on the CELDT/ELPAC

Actions:

1. Ensure EL personal learning plans are standards-aligned and focused on achieving competency in the core standards.
2. Align curriculum maps to CCSS, NGSS, or CA History/Social Science Content Standards.
3. All EL students will participate in small group tutorials with a certified ELD teacher 2-4 times per week.
4. Teachers will be provided with professional development such as QTEL training. Ongoing coaching will support teachers as they match their curriculum with appropriate linguistic scaffolds.
5. All EL students will strengthen EL reading and writing skills through targeted learning using software such as Accelerated Reader 360.
6. Create English Learner Advisory Committee to get ongoing feedback and plan next steps to support needs of EL students.

Measurable Outcome	Method of Measurement	Person Responsible
At least 70% of ECA EL students make at least one year of progress toward English proficiency each year on CELDT/ELPAC testing data	Ongoing formative assessments, including those aligned with purchased or created EL support curriculum. Annual CELDT/ELPAC test.	CEO, Grade Span Directors (Lower, Middle, Upper), Teachers, EL Coordinator

STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Subpriority A – Achieving/Maintaining Parental Involvement

Goals:

1. Parents will be an integral part of ECA, including school leadership and involvement in students’ learning and projects, according to their own interests.

Actions:

1. Create a Parent Leadership Team and English Learner Advisory Councils that inform the Advisory Board through co-membership.
2. Coordinate regular, designated times for parents to give input and feedback to Charter School leadership during meetings and coffee hours.
3. Administer the California School Parent Survey or survey created by ECA.

Measurable Outcome	Method of Measurement	Person Responsible
<p>At least four parents will serve on the ECA Advisory Board</p> <p>At least 80% of parents surveyed on the California School Parent Survey (or ECA-designed survey) report that they “agree” or “strongly agree” that ECA welcomes parents’ contributions and actively seeks the input of parents before making important decisions.</p> <p>At least 75% of parents complete the California School Parent Survey (or ECA-designed survey)</p>	<p>Results of the California School Parent Survey or ECA created survey.</p> <p>Annual review of the election plan, rosters of Parent Leadership Team and ELAC, minutes from parent meetings and leadership meetings.</p>	<p>CEO Grade Span Directors (Lower, Middle, Upper), Teachers Community Liaison</p>

Subpriority B – Promoting Parent Participation

Goals:

1. ECA parents will participate in the Parent Leadership Team, EL Advisory Committee (ELAC) and/or sponsor internships. They may also volunteer as experts for instruction and assessment of learning goals in core classes, art, language and enrichment classes

Actions:

1. Translate all charter school documents, communication and meetings
2. Create a parent outreach plan including survey of interests and capabilities of parents. Match parent interest and expertise with needs students and school.
3. Train parents serving on the Leadership Team and ELAC
4. Parent-Teacher Conferences after Every Progress Report

Measurable Outcome	Method of Measurement	Person Responsible
<p>At least 85% of parents will participate in ECA program in some way including: serving on the Parent Leadership Team, participating with the EL Advisory Committee; sponsoring internships; acting as experts for instruction and assessment of learning goals in core projects, art, language and</p>	<p>Parent Leadership Team and EL Advisory</p> <p>Committee agendas, minutes and training materials identify parents who are involved.</p> <p>Log of parent participation during instruction, assessment activities, enrichment and</p>	<p>CEO Grade Span Directors (Lower, Middle, Upper), Community Liaison</p>

enrichment classes; attending parent-teacher conferences	parent-teacher conferences Roster of parents who sponsor internships	
Subpriority C – Parent Input		
<p>Goals:</p> <p>1. Parents will be integral in developing the LCAP, including the annual goals for all pupils and each subgroup of pupils to be achieved for each of the eight state priorities, and the specific actions the Charter School will take to achieve those goals priorities and assessment.</p>		
<p>Actions:</p> <p>1. Conduct community meetings and surveys designed to review and get feedback on LCAP goals</p>		
Measurable Outcome	Method of Measurement	Person Responsible
At least 50% of LCAP goals and actions will be developed through or as a result of parent meetings and workshops.	Survey results; LCAP goals and actions aligned to parent feedback.	CEO Grade Span Directors (Lower, Middle, Upper), Advisory Board, Board of Directors
<p>STATE PRIORITY #4— STUDENT ACHIEVEMENT</p> <p>Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) (or equivalent state accountability metric) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education (college and career ready) D. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 		

Subpriority A – California Assessment of Student Performance and Progress (CAASPP)

Goals: 1. ECA students will meet or exceed standards on the CAASPP.

Actions:

1. Support students through mastery of standards through integrated core projects
2. Support students who need more time to attain mastery through blended learning in the core program and flexible time in the afternoon
3. Use CAASPP data to change instructional approaches and to modify Personal Learning Plans and personal playlists to support learning. Using data to drive instruction.

Measurable Outcome	Method of Measurement	Person Responsible
70% or more of ECA students at every applicable grade level, including all subgroups, will meet or exceed standards as measured by the CAASPP ELA and math tests.	Student scores on CAASPP; school-level, classroom-level and individual student data.	CEO Grade Span Directors (Lower, Middle, Upper), Teachers

Subpriority B – API (or equivalent accountability metric)

Goals:

1. ECA will meet statewide requirements for performance schoolwide and for all subgroups.

Actions: 1. Monitor progress of all students toward meeting statewide goals.

Measurable Outcome	Method of Measurement	Person Responsible
80% of ECA students will meet statewide accountability benchmarks as they are defined by the California Department of Education (“CDE”) ECA’s API or equivalent will meet or exceed that of the District.	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the State Board of Education; internal diagnostic, formative and summative assessments.	CEO Grade Span Directors (Lower, Middle, Upper), Counselor Teachers

Subpriority C – College and Career Readiness

Goals: 1. ECA students will be prepared for UC/CSU entrance.

Actions:		
<ol style="list-style-type: none"> 1. Core program and graduation requirements are aligned with “a-g” subject requirements. 2. Program goals for all subjects and personalized programs ensure that students master UC/CSU “a-g” requirements. 		
Measurable Outcome	Method of Measurement	Person Responsible
100% of ECA students will graduate having met the requirements for UC/CSU entrance (“a-g” subject requirements) except as dictated by the IEPs of specific students.	Student transcripts	CEO Grade Span Directors (Lower, Middle, Upper), Counselor Teachers
Subpriority D – EL Proficiency Rates		
Subpriority E – EL Reclassification Rates		
Goals:		
1. English Learners will be proficient in English upon graduation as measured by the ELPAC and local measures.		
Actions:		
<ol style="list-style-type: none"> 1. Using proficiency scales aligned with CCSS and ELD standards, ECA teachers will monitor progress of EL students, including intensive small group tutorials and personal playlists to support acquisition of English. 2. ECA teachers will be trained in SDAIE methodology, QTEL pedagogy (or similar) and academic language development. 3. All teachers will integrate ELD standards into the core curriculum. Integrated and designated ELD will be provided to ELs. 		
Measurable Outcome	Method of Measurement	Person Responsible
70% of ECA students who come in scoring 3 or lower on the CELDT/ELPAC will make 1 year of progress as measured by the CELDT/ELPAC 70% of ECA students who come in scoring 3 or lower on the CELDT will make 1 year of	Local proficiency scales and assessments; CELDT/ELPAC scores; CAASPP scores.	CEO Grade Span Directors (Lower, Middle, Upper), Teachers

<p>growth in one year, as measured by the CAASPP and local measures.</p> <p>ECA EL students reclassified will meet or exceed state targets.</p>		
<p>Subpriority F – AP Exam Passage Rates</p>		
<p>Goals:</p> <p>1. AP Courses and exams are accessible to all students- the opportunity gap will not exist at our ECA; passage rates will match or exceed those of the District.</p>		
<p>Charter School Actions:</p> <ol style="list-style-type: none"> 1. Provide foundational support for all students to be able to take AP courses through differentiated teaching within core classes, and measuring academic skills as well as knowledge. 2. Provide personalized intervention for every student in every academic area. 3. Execute a mastery-based and competency-based assessments that allow students to progress at varying rates in the same subject. 		
<p>Measurable Outcome</p>	<p>Method of Measurement</p>	<p>Person Responsible</p>
<p>By their junior year, 80% of ECA students will take at least two AP level courses.</p> <p>By their senior year, 75% of ECA students will have passed an AP exam with a score of 3 or higher.</p>	<p>Enrollment data in AP courses.</p> <p>AP Exam Data</p>	<p>CEO Grade Span Directors (Lower, Middle, Upper), Counselor Teachers</p>
<p>Subpriority G – EAP</p>		
<p>Goals:</p> <p>1. Students will be ready for college-level coursework upon graduation as indicated by the EAP status on students CAASPP score report.</p>		
<p>Actions:</p> <p>1. All relevant courses are “a-g” approved.</p>		

2. All students will be supported to become proficient in all coursework in order to meet the requirements for college entrance.		
Measurable Outcome	Method of Measurement	Person Responsible
ECA graduates will meet or exceed District readiness for college- level coursework upon graduation as indicated by the EAP status on students CAASPP score report except as dictated by the IEPs of specific students.	EAP Status on CAASPP results	CEO Grade Span Directors (Lower, Middle, Upper), Teachers
<p>STATE PRIORITY #5 – STUDENT ENGAGEMENT</p> <p>Pupil engagement, as measured by all of the following, as applicable:</p> <ol style="list-style-type: none"> 1. School attendance rates 2. Chronic absenteeism rates 3. Middle school dropout rates (EC §52052.1(a)(3)) 4. High school dropout rates 5. High School graduation rates 		
<p>Subpriority A – School Attendance Rates</p> <p>Goals: 1. ECA will maintain a high average daily (ADA) attendance rate.</p>		
<p>Actions:</p> <ol style="list-style-type: none"> 1. Regular monitoring of Charter School attendance and immediately intervene when necessary. 2. Partner with Parent Leadership Team to create a culture of attendance in the Charter School and community. 3. Collaborate with community-based organizations, health care institutions, housing, child care and transportation officials to provide holistic support for students and their families. 		
Measurable Outcome	Method of Measurement	Person Responsible
ADA rates are at least 95%.	Monthly, quarterly, and annual ADA reports.	CEO Grade Span Directors (Lower, Middle, Upper) Teachers Office Manager

Subpriority B – Chronic Absenteeism Rates

Goals:

1. ECA will have no chronic absenteeism (defined as missing 10% or more school days) school wide and for all subgroups.

Actions:

1. Provide individual students with case management through the RTI process that will intervene in cases of excessive absences.
2. Convene Student Attendance Review Team (SART) meeting regularly to monitor progress and to make specific plans to address attendance for at-risk students.
3. Explicit wellness and social/emotional learning practices ensure that students have the skills to persist through difficulties and still attend school.
4. Personalized learning and relationships through the core program ensure that students have a safe and nurturing environment while at school.

Measurable Outcome	Method of Measurement	Person Responsible
No ECA student will have more than 18 days absences for the school year (unless for medical necessity).	Monthly, quarterly, and annual ADA reports.	CEO Grade Span Directors (Lower, Middle, Upper) Teachers, Office Manager

Subpriority C – Middle School Dropout Rates
Subpriority D – High School Dropout Rates
Subpriority E – High School Graduation Rates

Goals:

1. ECA will maintain a dropout rate of less than 5%.
2. ECA will meet or exceed the graduation rate of 95%

Actions:

1. Students, parents, and Charter School officials will monitor student progress toward graduation at least every six weeks.
2. ECA will use increasingly targeted interventions as needed for individual students.

Measurable Outcome	Method of Measurement	Person Responsible
95% of ECA students will earn a high school diploma unless that is rendered impossible by health conditions, or moving out	Student re-enrollment documentation as verified by our student information system and CALPADS	CEO Grade Span Directors (Lower, Middle, Upper) Teachers,

<p>of the area.</p> <p>Fewer than 5% of students will dropout.</p>		<p>Counselor, (RTI) Team</p>
<p>STATE PRIORITY #6 – SCHOOL CLIMATE</p> <p>School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
<p>Goals:</p> <p>1. All ECA students will feel safe and connected at school and ECA will maintain an annual combined suspension and expulsion rate of less than 5%.</p>		
<p>Actions:</p> <p>1. ECA will use PBIS that includes Restorative Justice to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions and expulsions.</p>		
<p>Measurable Outcome</p>	<p>Method of Measurement</p>	<p>Person Responsible</p>
<p>ECA will have a suspension and expulsion rate of no more than 5%</p> <p>95% of ECA students will report that they feel safe and have positive feelings about their connection to the ECA community.</p> <p>95% of ECA parents/guardians will report that they feel their student is safe and connected to the ECA community.</p> <p>95% of ECA teachers will report that they feel safe and have positive feelings about their connection to the ECA community.</p>	<p>Suspension and expulsion rates.</p> <p>California Healthy Kids Survey or ECA created Middle of the Year and End of Year climate survey results.</p>	<p>CEO Grade Span Directors (Lower, Middle, Upper) Teachers, Counselor, (RTI) Team</p>

STATE PRIORITY #7 – COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: ...
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign languages), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goals:

1. All ECA students will have access to and will be enrolled in a broad course of study including programs and services to support and accelerate all students.

Actions:

1. All ECA courses will be open to all students.
2. Curriculum offerings include a broad range of courses in Math, Science,
3. English, Social Sciences, World Languages, PE/Health, and Art.

Measurable Outcome	Method of Measurement	Person Responsible
100% of students will be enrolled in a broad course of study as described above, and that meets or exceeds the UC “a-g” subject requirements, unless as dictated by IEP of specific students.	Student enrollment data; master schedule; course list	CEO Grade Span Directors (Lower, Middle, Upper) Teachers, Counselor

Assessment

Assessment of Learning

The Charter School shall meet all state standards and shall conduct all pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Eagle Collegiate Academy’s mission strongly indicate that using data to drive instruction is the key to a highly personalized learning environment that ensure that students receive targeted support to reach high levels of proficiency. In alignment with ECA’s mission, all students will develop knowledge, skills, mindsets and networks necessary to be empowered egalitarians with skills to make positive changes in our world. ECA will use

multiple formative, summative, and state mandated assessment measures to accurately gauge student learning in order to ensure that students are making expected and required progress, and to determine next steps in learning. Teachers will use data about their students' progress to ensure their teaching approaches serve all students.

Assessment Tools

Eagle Collegiate Academy will use assessment tools to understand our effectiveness and to measure student progress toward meeting the school's learning goals. Through a series of short-term, interim and summative assessments, ECA will use a systematic, data-driven instruction cycle in order to personalize the learning experience for all students, and to make data-based decisions. Some specific tools are described below.

International Assessments

Our IB courses will be using the IB curriculum and assessments.

National Assessments

Several of our courses will be taught using the Advanced Placement curriculum from the College Board. Students in those courses will take the annual AP exams. PSAT performance data will also be used to target growth areas.

CA State Assessments

ECA will conduct the state pupil assessments in all subject areas given, including the following:

- California Assessment of Student Performance and Progress (CAASPP) tests,
- California Modified Assessments (CMA) or California Alternative Performance Assessment (CAPA) to special education students as indicated in their IEPs
- California English Language Development Test (CELDT) /ELPAC to measure progress of English learners towards proficiency annually
- California Physical Fitness test in Grades 5, 7 and 9.

ECA Site-Based Assessments

ECA will use publisher-designed and school- designed tests derived from State standards to measure student skills at the beginning, during and end of every academic year as follows:

- Northwest Evaluation Association's Measures of Academic Progress, MAP, which measures literacy and mathematics skills for each student
- Textbook publisher created pre-tests, unit tests and post-tests
- Teacher created pre, post and unit tests

Summative Assessments

Teachers at each grade level will compare beginning and end of the year assessments to show student growth over time and whether students met outcomes using some of the assessments below:

- **Skills Inventories** used to conduct quarterly inventories of students' individual skill levels in language arts and math.
- **Performance Tasks** designed to simulate realistic challenges through oral presentations, dance recitals, application of mathematical skills, science experiments and art displays.
- **Exhibits** displaying intellectual projects/tasks worked on over a period of time.
- **Teacher Evaluations** through prepared student progress reports four times during the school year for parents

School-wide Performance and Project Based Assignments

Performance assignments are standards-aligned projects, papers, or tasks that require students to produce or create a product. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. ECA teachers will work collaboratively to develop school wide performance assignments in research strands spanning grades preK-12 and culminating with the twelfth grade senior project. Teachers use defined rubrics to assess student performance. The common core standards, department and grade level benchmarks and core assignments facilitate the determination of standards to be tested on performance and project based assignments using performance assessments. Teachers will create the performance assignments collaboratively.

Performance Assessments

Students will demonstrate understanding and mastery of key concepts and skills through performance assessments, aligned to the core curriculum. These assessments may include the creation of websites, videos, reports and presentations about local, national, and global organizations, demonstrations; displays; and other products. Performance assessments will include rubrics to assess specific content knowledge and skills, and will help serve as evidence of student learning throughout their years at ECA. The assessment will be reviewed annually and revised to capture innovations in teaching and learning.

Reporting Student Achievement Data

ECA's student performance data will also be sent to parents/guardians such as progress reports, report cards, standardized test scores and English Learners progress toward English proficiency. Progress Reports will be sent home to parents/guardians once a quarter after which a parent-teacher conference will be held to discuss students' progress.

Grading practices will be consistent throughout the disciplines and are articulated in the Student-Parent Handbook. Teachers detail their grading practices and expectations in the course syllabus, which is distributed to students and parents and filed with the department chairs.

Mastery-based grading

ECA teachers will use mastery grading whereby student grades are based on their demonstrated proficiency of specific knowledge and skills rather than an average of points earned over time. This allows students to meet learning targets without being penalized for not getting there in a certain amount of time. It also gives meaning to grades, indicating a

student's level of mastery of the content rather than his or her ability to get work turned in "on time" Because students always know what their level of mastery is for specific learning goals, they always know what their strengths and areas of growth are. A mastery- based grading system promotes a growth mindset because students always have the opportunity to grow and learn from their mistakes. It also facilitates differentiation of instruction for students because teachers can direct targeted extensions and interventions for specific groups of students based on their analysis of data. Mastery- based grading is an integral part of a competency-based system.

Data-Based Decisions

ECA Board sees data analysis as an integral part of the educational program that should be embedded in the daily operation of the school. ECA will set strong and visible vision for use of data school-wide such as follows:

- use of data walls to display school-wide benchmark achievement;
- teachers will use data continuously for instructional improvement;
- teachers will teach students to examine their own data and set personalized learning goals;
- ECA CEO will provide supports that foster a data-driven culture within the school such as professional development on data use;
- ECA will create and maintain a school-wide data system accessible to all stakeholders

Ongoing Improvement

The ECA Board of Directors and administrators will use data to establish, evaluate, and improve the education program and school policies. The ECA Board's process for data-driven decision-making will have an annual cycle. Each year and at benchmark intervals during the year, the CEO will present the Board with a review of student assessment data and analysis of its implications for instruction. The CEO's recommendations to the Board may address curriculum/textbook adoption, changes to instructional methodologies and practices, services and supports for student sub-groups, professional development, staffing, student performance goals and benchmarks, and related items requested by the Board. The Board will consider the CEO's reports and recommendations and take action or seek additional information, as it deems appropriate. Data reporting and analysis at benchmark intervals will provide a basis for monitoring decisions that have been made or are under consideration. The CEO will involve staff and guardians in this process, and the Board will also invite stakeholder participation to inform its decision-making. The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Element 4: Governance Structure

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

Eagle Collegiate Academy, ECA, will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The Charter School shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, 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 or association with an individual who has any of the aforementioned characteristics).

Legal Structure

Nonprofit Public Benefit Corporation

Eagle Collegiate Academy, ECA, will be a directly funded independent charter school and will be operated by ECA, a California nonprofit public benefit corporation.

Eagle Collegiate Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and ECA. Eagle Collegiate Academy plans to be a part of the District SELPA for purposes of delivering special education programs. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of ECA, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by ECA, if the District has complied with all oversight responsibilities required by law. Eagle Collegiate Academy will work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Eagle Collegiate Academy shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board are and remain consistent with the provisions of this Charter. In the event that the governing board operating ECA amends the bylaws, ECA shall provide a copy of the amended bylaws to the District within 30 days of adoption.

Eagle Collegiate Academy shall post all Board meeting agendas and minutes in accordance with the Brown Act. Timely posting of agendas and minutes on the school website will satisfy this requirement.

Eagle Collegiate Academy shall comply with the Brown Act, Government Code section 1090 and the Public Records Act.

The District reserves the right to appoint a single representative to the Charter School

governing board pursuant to Education Code section 47604(b).

Eagle Collegiate Academy intends to be a part of the District's SELPA.

Eagle Collegiate Academy will ensure that it persistently maintains a healthy and collaborative relationship with the District.

Please see Appendix A for the Articles of Incorporation documents of ECA. ECA Bylaws are found in Appendix I, ECA Conflict of Interest code is found in Appendix J, and ECA Organizational Chart is found in Appendix K.

Board of Directors

Eagle Collegiate Academy is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in accordance with its corporate bylaws that shall be consistent with the Charter.

The Board will execute its responsibilities by creating, adopting, and monitoring a long-term strategic plan and associated budget, and to employ and evaluate the leadership of ECA.

Eagle Collegiate Academy's Board of Directors will hold public meetings at least every other month in accordance with the Ralph M. Brown Act. Parents and members of the public are invited to attend Board meetings. Board of Directors support the mission of ECA and serve voluntarily.

Eagle Collegiate Academy will seek to ensure that its Board represents diverse backgrounds and has a broad range of expertise. Board of Directors will have experience in educational programs, real estate, finance, governance, operations, technology, health care, public relations, and fundraising.

The Board, based on governance best practices, will consist of a range of five to thirteen members over time, will strive to maintain an odd number of Directors for voting purposes, and will function in accordance with the bylaws and this Charter. This number allows for sufficient expertise and the population of committees, while also ensuring the size is manageable for making strategic decisions. New Directors will be partnered with experienced ones in order to further the new Directors' effectiveness.

All Board of Directors will attend yearly board governance training to ensure that all Directors understand how to serve in accordance with the law and best practices. Board officers will also receive additional training specific to their roles. ECA will also provide our board with legal workshops as needed on Public Records Act compliance, governance, fiscal management and strategic planning.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School will adopt a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board of Directors.

The Board will have four officer positions to meet specific organizational needs, chosen through board elections:

- **President**
The Board President presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to ECA, sets Board agendas in collaboration with the Chief Executive Officer, and performs all other duties normally incumbent upon such an officer.
- **Vice President**
The Board Vice President is the secondary volunteer leader of the Board and as such, takes responsibility for the duties of the president as required in the president's absence. The Vice President supports the activities of the President including sharing responsibilities as appropriate.
- **Board Secretary**
The Board Secretary provides written agendas of the sessions of the full Board and the meetings of the standing committees in advance. The Board Secretary distributes to the Board of Directors appropriate background information on subjects to be discussed 72 hours in advance of the Board meeting, prepares and provides written minutes to Board of Directors, files approved minutes, and maintains the official list of Board of Directors in accordance with procedure.
- **Board Treasurer / Chief Financial Officer, CFO**
The Board CFO manages, with the Finance Committee, the Board's review of and action related to the Board's financial responsibilities including working with management to ensure that complete financial records are available if requested by auditors, the District, or other entitled parties. The Board CFO works with the CEO and financial back office vendor to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the CEO in preparing the annual

budget to the Board for approval.

Board Selection Criteria, Process and Term

Given the rigorous expectations of participation in governance, recruitment of the highest caliber Board of Directors is essential. All potential candidates who meet strategic needs will be recruited from the community. Board of Directors will be selected based on their expertise and skills and their commitment to represent the charter school's student population and uphold the charter school's mission. One key to the program's success is the representation of parents on the Board. Parent representation on the Board is essential to ensure involvement of the charter school community. Nominations from parents, staff, and Board of Directors will be according to ECA's bylaws. Candidates considered will be aligned with ECA's mission, and commit to two years of service.

Eagle Collegiate Academy's Executive Committee will present potential Board of Directors and officers for election by the Board of Directors in accordance with ECA bylaws. Unless there is a vacancy to fill, the nominating process shall begin in March of each year and new Board members shall be elected in June of each year, so that new officers may start at the beginning of the Charter School's fiscal year.

(a) The President of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each Annual Meeting. Parents and community members will have an opportunity to nominate Directors.

(b) The President, Vice President, Chief Financial Officer and Secretary of the Board will serve for three (3) years while the other Directors will serve for two (2) years to ensure continuity. No Director will serve for more than three (3) consecutive terms. After serving for three (3) consecutive terms, a Director will wait for a minimum of two (2) years in order to become eligible to be nominated or appointed to the Board.

Board of Directors may not serve more than three consecutive terms. Once a Director has served for three consecutive terms, the Director will need to take a minimum of two years off before being considered for re-nomination.

Board Responsibilities

The Board will be responsible for hiring, supporting and evaluating the Chief Executive Officer, CEO, and will set the compensation for the CEO to execute the day-to-day management of the Charter School. The Board will create a Compensation Committee that will review and present to the entire Board the compensation of the CEO and the Chief Financial Officer, CFO if the CFO is compensated. To ensure the CEO is effectively implementing the mission of ECA, the Board will evaluate the CEO on a yearly basis and administer one written evaluation of the CEO.

The Board is accountable for the academic, financial, and operational success of the Charter School, and is responsible for providing financial oversight of the Charter School. As such, the Board will select a Chief Financial Officer with experience in finance, economics, and/or

accounting, and will create a Finance Committee.

The Treasurer and the Finance Committee will ensure that the Board monitors the Charter School's finances as well as ensures that the Charter School has robust financial and accounting systems and procedures in place. The Finance Committee will work with the CEO and the Chief Financial Officer, CFO, if a CFO is on staff, to develop an annual budget (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. At the end of the fiscal year, the Board will contract with a CPA firm to conduct an audit.

Board Committees ECA's Board of Directors may include four initial committees, detailed below:

- The **Executive Committee** will be responsible for ensuring the Board's compliance with all rules and regulations, and for maintaining and developing a healthy Board membership. It will also be responsible for working with the Chief Executive Officer to analyze academic progress and ensure that the Charter School is meeting the stated academic accountability goals of its charter application, as well as any additional measures of academic success that the Board and Charter School leadership establish and deem appropriate. The Board may appoint two (2) or more Directors and the President to serve as the Executive Committee of the Board. The President shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the ECA Corporation between meetings of the Board.
- The **Compensation Committee** will be responsible for reviewing and recommending the compensation of Officers of the Corporation. At any time the Board compensates its CEO or CFO, the Board shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Charter School may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.
- The **Finance Committee** will be responsible for providing financial oversight of ECA and ensuring that the Charter School can provide for its educational and support programs in a fiscally responsible way. The Chief Financial Officer and the Finance

Committee will ensure that the Board monitors the Charter School's finances as well as ensures that the Charter School has robust financial and accounting systems and procedures in place. The Finance Committee will work with the CEO and the CFO to develop an annual budget (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet.

- The **Audit Committee** will be responsible for reviewing and recommending an auditor for the charter school. At all times that ECA is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

The Board will also have an Advisory Council that would involve the Parent Leadership Team, Student Government, English Learner Parents, certificated and classified staff. The Chief Executive Officer will establish a variety of stakeholder groups to inform our school including Representatives from the Student Leadership Team, Parent Leadership Team, English Learner Advisory Committee, and Staff Leadership Team. Representatives from each of these teams will comprise the Advisory, which provides input to the Administration and Board of Directors.

Charter School Chief Executive Officer

The Chief Executive Officer will hire, support, and evaluate the Lower, Middle and Upper School Directors of ECA. The CEO will also be responsible for hiring, supporting and evaluating all Charter School staff. The CEO may designate the Grade Span Directors to evaluate the staff in their grade span.

The CEO will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings. To enable the Board to carry out their duties, the CEO will provide:

- Metrics to support fiduciary duties (summarized balance sheet, monthly income statement and projections, statement of cash flow and current Average Daily Attendance)
- Quarterly achievement data
- Capital investment plan and budget

Board Training and Sustainability

Eagle Collegiate Academy will be committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences 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. Training and education for new Board of Directors will also be critical to ensure that these new Directors fully grasp their responsibilities and develop the requisite expertise in public school oversight and monitoring to be effective. New Board of Directors will go through an initial orientation and will be given a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. The school will maintain in effect general liability and board errors and omissions insurance policies.

Parental and Stakeholder Involvement

Parents provide critical input to the Board and to the Eagle Collegiate Academy's management; as such, it is essential that parents and families are involved and invested in the success and growth of the Charter School, and that their input is noted by the entire staff, administration and the Board of Directors from the broadest family involvement possible.

1. Strategies for gathering parental input include:
 2. 1. Creation of an ECA Parent Leadership Team with advisory input to the Board of Directors and Chief Executive Officer.
 3. 2. ECA will also establish a English Learner Advisory Committee ("ELAC") that will provide additional advisory input to the Board and CEO.
 4. 3. Invitations to parents and families to attend regular Board meetings
 5. 4. Posting of Board agendas in a standardized location within the Charter School and on ECA website.
 6. 5. Posting of Board minutes in a standardized location within the Charter School and on website
 7. 6. ECA will solicit parent input and feedback on the Charter School's policies and practices regarding English learners and students with IEPs to be measured by the Special Education Parent Survey and the English Learner Needs Assessment Survey and End-of-Year School Climate Survey.
 8. 6. Monthly *cafecitos*, informal parent meetings, with members of Charter School administration such as Coffee with the Administrators.
 9. 7. Creating a Parent Center for parents' use.

The Parent Leadership Team is a partnership between parents and Charter School leaders, allowing families to highlight successes, share challenges, and contribute to the Charter School community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part.

The English Learner Advisory Committee is responsible for giving advice to Charter School leadership and staff on programs and services for English learners. The committee will be

involved in the development of our LCAP and Single Plan for Student Achievement (“SPSA”) plans. ECA plans for parents of English learners to comprise at least the same percentage of the ELAC membership as EL students comprise in the Charter School’s total population. Interpretation services will be available at large public meetings.

The CEO will work closely with the Parent Leadership Team to organize monthly meetings. During the monthly Parent Leadership Team meetings, parents are invited to attend and participate in conversations with Charter School leaders about the overall success of the Charter School as well as any challenges they may be facing or improvements they would encourage.

Parent Center

Eagle Collegiate Academy Parent Center will be a room dedicated mostly for parents’ use. The center would help to facilitate communication among families, and between families and ECA. The Center will be a provide a direct link between parents, community and school staff in order to improve student academic achievement by empowering parents to have a positive role in their children's lives. Parent and community meetings will be held at the Center unless a bigger space is needed. It will provide tools and information for families to use in assisting and supporting their student's education. The Center will also facilitate parent education, provide a friendly atmosphere that welcomes everyone, promote active parent involvement, and offers community outreach.

The Parent Center will ensure for a robust and vibrant home-school partnerships needed for effective school reform. It will be a way for ECA to involve culturally and racially diverse parents in the activities of the school. The Parent Center will also provide the following for parents: college information, tutoring possibilities for their students, parent university or workshops for parents, ECA Policies, computer technology with Internet access, information about parent rights and responsibilities, ECA apparel sales, volunteer opportunities such as photocopying for teachers, participating in parent Booster clubs for ECA clubs and sports teams. ECA’s Community Liaison will oversee the Parent Center.

Element 5: Employee Qualifications

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

Equal Employment Opportunity

Eagle Collegiate Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. ECA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

General Qualifications

Eagle Collegiate Academy will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the charter school. Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Eagle Collegiate Academy Board. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file with the charter school. ECA staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the AADUSD community and the student body as possible. It is equally important that staff members are committed to the mission of the Charter School and will contribute positively.

NCLB and Credentialing Requirements

Eagle Collegiate Academy will adhere to the Every Student Succeeds Act (ESSA) requirements (once determined) with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

Employee Type Qualifications

In addition to meeting the health and safety clearances (including but not limited to adequate background checks) described below under Element 6 “Health and Safety,” employees shall

meet the following qualifications:

Administrative Team

Administrators at Eagle Collegiate Academy should possess leadership abilities, a comprehensive educational vision that is consistent with the school's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business and legal experience.

Teachers

Eagle Collegiate Academy will hire highly qualified teachers available and will adhere to the provision enumerated in Ed Code Section 47605 (1): Teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the school and are subject to periodic inspection by the chartering authority. ECA will have flexibility regarding the qualifications needed for teachers in non-core subject areas such as in Visual and Performing Arts as specified in NCLB applicable to charter schools.

Accordingly, a teacher at ECA must possess the following:

- A bachelor's degree;
- A State credential, except non-core teachers;
- A CLAD or BCLAD Certificate, except non-core teachers; and
- Demonstrated core academic subject matter competence.

Eagle Collection Academy teachers should also have the following qualifications:

- Critical constructive thinking;
- Belief in ECA mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Expertise in at least one subject with a preference for two or more;
- Effective communication skills;
- Ability to work cooperatively and collaboratively with the school community;
- Demonstrable effectiveness in teaching;
- Knowledge and experience with standards-based instruction and grading
- Knowledge of assessment strategies and the ability to use data to drive teaching
- Productive use of technology;
- A willingness to take responsibility and exercise leadership for the school as a whole;
- Evidence of education experience after college, if applicable (i.e. fellowships, graduate work, etc.);
- Evidence of successful classroom teaching experience, if applicable; and
- Positive references from the most recent places of employment, college or graduate school

Monthly reports will be generated to check for credential expiration status and reminder notifications will be sent to individuals prior to credential expiration date. The Office Manager will print hard copies of credentials from the California Commission on Teacher

Credentialing website and keep in file on site. To ensure quality instruction takes place throughout the Charter School, ECA will conduct continuous, year-round searches for high-caliber candidates for teaching positions. The continuous year-round searches will also ensure that ECA does not rely on emergency-credentialed teachers. ECA also has a list of recently retired credentialed teachers who are willing to teach at ECA if needed.

Support Staff

The charter school will seek administrative and operational staff that have demonstrated expertise in the issues and work tasks required of them and appropriate for their position within the charter school as outlined in the charter school's staffing plan and the charter school's adopted personnel policies. All staff will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements.

Instructional Support Staff

General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the Charter School's core values
- Ability to successfully work with target population

Non-instructional Support Staff

General qualifications will include:

- Ability to work with others in a team
- Ability to prioritize and manage a large number of responsibilities
- Strong organizational skills
- Strong communication skills
- Ability to work independently
- Proficiency in technology and willingness to learn independently

Community Liaison

The community liaison will work with administration to develop and create community partnerships to support authentic contexts for projects in the core content; to plan and facilitate Parent Leadership Team, ELAC and other stakeholder meetings. The Community Liaison will oversee ECA Parent Center.

General qualifications will include:

- Strong communication skills in reading, writing, speaking and listening
- Fluency in English and Spanish
- Proven ability to work collaboratively with a diverse group of stakeholders.

- Ability to prioritize and manage a large number of responsibilities
- Strong organizational skills
- Ability to work independently
- Proficiency in technology and willing to learn independently

Dean of Students

The Dean of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system. The Dean is responsible for implementing the school wide plan for creating a positive culture of behavior at the school by administering discipline in accordance with the school's discipline and attendance policies.

The minimum criteria for Dean of Students include:

- Bachelor's degree (M.Ed., or MA preferred)
- Strong educational leadership
- Two years teaching experience
- In-depth understanding of and commitment to the Charter School's vision and mission
- Positive references
- Administrative credential preferred

Office Manager

Organize and schedule meetings and appointments

- Partner with Human Resources to maintain office policies as necessary
- Organize office operations and procedures
- Coordinate with IT department on all office equipment
- Manage relationships with vendors, service providers, and landlord, ensuring that all items are invoiced and paid on time
- Manage contract and price negotiations with office vendors, service providers and office lease
- Manage office budget, ensure accurate and timely reporting
- Provide general support to visitors

Lower, Middle and Upper School Directors

Eagle Collegiate Academy administrators should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school and the educational program, a global frame of reference, management experience, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target population, technological and data-analysis experience, and if possible, business and legal experience. The minimum criteria for Directors include:

- Master's degree (M.Ed., MA)
- Management, administrative and instructional expertise;

- At least five years of experience in the education field
- Positive references
- Administrative credential preferred

Chief Executive Officer

Eagle Collegiate Academy's CEO will work with the Board of Directors to ensure strategic policies align with the mission and vision of the school. The CEO will hire and supervise the Directors and will act as the main liaison between the school and the greater community regarding policy, fundraising and community relations.

The CEO will have the following knowledge competencies:

- Comprehensive organization, activities, goals and objectives of a California public charter school
- Applicable sections of the State Education Code and other laws/regulations relevant to charter school operations
- State and local curriculum requirements
- Charter School Board policies, procedures, and regulations
- Principles and practices of administration, supervision, and training
- Interpersonal skills using tact, patience and courtesy

The minimum qualifications for the CEO include:

- Master's degree (Doctorate preferred)
- Experience or significant training in education leadership, strategic planning, board relations, operations and financial management.
- Seven years of school administrative experience
- Positive references
- In the first year the CEO will also function as the sole instructional leader

In the first year of operation, the staff will include:

1. Chief Executive Officer
2. Office Manager
3. Teachers
4. Education Specialist / Special Education Teacher
5. Instructional Assistant
6. Community Liaison / After School Coordinator
7. Climate Assistant / Before School Coordinator
8. Custodian
9. ECA will be supported by a financial back-office vendor.

Third Party Contractors

Eagle Collegiate Academy will receive service from employees of organizations with which ECA contracts. ECA will ensure that the qualifications of the employees of contractors are

consistent with the expectations for ECA employees.

Professional Development

Each faculty and staff member will have a Personalized Professional Growth Plan. The plan will be developed by the employee with the input and approval of the Grade Span Director while the Directors will develop their plans with the CEO. The plan asks the employee to identify a set of professional development goals from areas that have been identified as the strands most pertinent to the success of an ECA educator. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year.

Staff Selection and Recruitment

Eagle Collegiate Academy will utilize numerous strategies for rigorous recruitment. In addition to active postings and advertising with local media and education job organizations like EdJoin and CalJOBS, ECA will continue to work closely with local university partners such as College of the Canyons as well as participate in local, regional and statewide job fairs. All job postings will be found on the ECA website.

Ad-hoc hiring committees that may include parents, community members, and employees will be formed to review teacher and staff applications and conduct interviews. Applicants will electronically submit applications along with descriptions detailing the applicant's work history, credentials and educational philosophy. Initially, the applications will be screened by the committee, and interviews with potential candidates will then take place. In advance of interviews, applicants will be provided with a packet of information, which would include copies of all relevant school documents containing the school's guiding principles/mission statement, along with any description of ECA's program. Part of the application and subsequent interview process will require applicants to comment on and respond to questions directly related to the mission of ECA and specifically how the teacher/staff position will achieve the School's goals. Applicants will then be ranked by the committee with a recommendation to hire made to the Chief Executive Officer. In turn, after verifying professional references and other application requirements, the CEO will make an employment offer to the top candidate(s).

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, Eagle Collegiate Academy will adopt and implement full health and safety policies and procedures and risk management policies at the Charter School site in consultation with insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by ECA administration and Board of Directors. The Charter School shall ensure that staff is trained annually on the health and safety policies. These health and safety policies and procedures shall be made available to the District upon request.

Following is a summary of the health and safety policies of ECA.

Criminal Background Checks

Employees and contractors of the Eagle Collegiate Academy will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1 prior to employment. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. An employee may not start work until results are received from the Department of Justice and the employee is cleared to begin work. The CEO will monitor compliance with this policy and report to ECA Board on a regular basis. The Board President will monitor the fingerprinting and background clearance of the CEO.

Volunteers will be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees of Eagle Collegiate Academy will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District. ECA will provide training for all employees in mandated reporting procedures.

Tuberculosis Risk Assessment and Examination

Eagle Collegiate Academy's faculty and staff will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. Records of TB clearance will be maintained.

Immunizations

Eagle Collegiate Academy 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. ECA will comply with Senate Bill 277 and will not enroll any student who has not been immunized against 10 diseases: diphtheria, Haemophilus influenzae type b (bacterial meningitis), measles, mumps, pertussis (whooping

cough), polio, rubella, tetanus, hepatitis B and chicken pox unless the parent provides a medical exemption. Records of student immunizations will be maintained.

Medication in School

Eagle Collegiate Academy will adhere to Education Code Section 49423 regarding administration of medication in school. Medication will be stored in a locked cabinet in an area of the charter school office that is not accessible to the general public.

Severe Allergic Reaction

Eagle Collegiate Academy 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. ECA will adhere to Education Code Section 49450, et seq. as applicable to the grade levels served by the Charter School.

Cardiopulmonary Resuscitation, CPR Training

All instructional staff and school leadership will be CPR and first aid certified and expected to keep current certification in CPR and First Aid. All appropriate staff will receive training in basic first aid. Emergency packs will be stored in each classroom and equipped with rosters, emergency cards, first aid supplies, flashlights and hardhats. Additional emergency supplies such as food, water and portable toilets will be stored in the classroom. Inventory lists of first aid and emergency supplies will be stored in the main office.

Blood Borne Pathogens

Eagle Collegiate Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. ECA Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). 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

Eagle Collegiate Academy will function as a drug, alcohol and smoke and tobacco free workplace.

Family Educational Rights and Privacy Act, FERPA

Eagle Collegiate Academy, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Student Records

Eagle Collegiate Academy will establish and adhere to procedures related to confidentiality and privacy of student records. ECA will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with policies to be adopted by the charter school’s governing board. Student special education files will be kept in separate locked

cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password-protected accounts to ensure the same limits on access to student files.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Eagle Collegiate Academy is committed to providing a charter school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ECA shall develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at ECA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed and placed in both staff and in parent-student handbooks.

Food Service and Other Auxiliary Services Safety

Eagle Collegiate Academy will contract with an outside agency for its food service needs. ECA will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. ECA will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Facilities Safety

Eagle Collegiate Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms at its facilities annually to ensure that they are maintained in an operable condition at all times.

Emergency Preparedness

Eagle Collegiate Academy shall adopt and adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school facility. This plan shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All ECA staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent. ECA shall put in place and provide the detailed set of health, safety and emergency related policies/procedures to the District prior to beginning the operation of the Charter School. ECA will maintain a calendar of, and conduct emergency response drills for students and staff. The plan shall be kept on file for review.

Additional Key Safety Policies Include:

Fire Drills

Eagle Collegiate Academy shall conduct fire drills as required under Education Code Section 32001. Fire drills will be conducted monthly. Office personnel will maintain a record of fire drills held and the total time to complete evacuation. The protocol for fire drills is as follows: when the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers

will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Assigned personnel will check bathrooms to make sure that all students and staff have evacuated.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel, and the designated search and rescue personnel will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills

Disaster drills will be conducted at least once every two months. Students are all made familiar with the “duck and cover” routine. The protocol for disaster drills is as follows: a disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear *“This is an emergency drill. Duck and cover.”* During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, including lockdowns, the administrative staff will account for all students and visitors, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one but the School Emergency Response Team will leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees will not be allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The protocol for handling bomb threats is as follows: the person receiving the call or letter will note the time of day, wording of the message, background noises and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the signal over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the search and rescue team will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees will not be allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a

parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Staff Responsibilities

All employees will be responsible for their own safety, as well as that of others in the workplace. ECA will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the premises, or in a product, facility, piece of equipment, process, or business practice for which ECA is responsible, the employee will bring it to the attention of their supervisor immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the school level director regarding the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist students, parents or employees in obtaining medical care, after which the details of the injury or accident must be reported.

Element 7: Means to Achieve Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Eagle Collegiate Academy will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, 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 or association with an individual who has any of the aforementioned characteristics.

Eagle Collegiate Academy understands that all people learn best in diverse environments. Through ECA outreach efforts, ECA will ensure our charter school recruits students that are reflective of the demographic makeup of all District schools including English Learners and students with special learning needs.

Outreach Efforts to Date

We have gathered 228 signatures from parents interested in enrolling their students at Eagle Collegiate Academy. We will continue to collect signatures. In order to generate interest from a wide cross section of families, we are using the following strategies:

Parent Information Meetings

We have hosted and or attended several informational and input gathering meetings to get parents engaged and give us feedback on our model. We will continue to host and attend meetings.

Online Presence

We have developed a website, Facebook page, and a Twitter account in order to share updates and events.

Ongoing Recruitment Strategies

Eagle Collegiate Academy will conduct an ongoing recruitment effort in order to reach out to the families and communities we are trying to serve by employing these strategies:

- Adhering to the admission process timeline described in Element 8 that allows for a broad-based recruiting and application process.
- Developing promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District including Spanish language materials.
- Distributing promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District such as local sports leagues and after school programs.
- Continuing to attend various community events and meetings to share information and materials about ECA.

To continue outreach efforts, ECA will employ a community liaison that will maintain relationships with parent groups and feeder schools as well as with community-based organizations. As part of our leadership structure, our Parent Advisory Committee will have an active family outreach arm, which will be dedicated to working with potential families, particularly in underserved neighborhoods.

Each year we will track the overall balance of our applications, as well as the individual neighborhoods from which they come. As we see neighborhoods and groups we may not be reaching, or those that might have many applications, we are committed to adjusting our outreach to ensure we are meeting our enrollment goals.

Efforts to Recruit Low-Achieving and Economically Disadvantaged Students

Eagle Collegiate Academy is committed to serving academically low-achieving and economically disadvantaged students. We will aggressively recruit students from our proposed charter school community as part of our mission-driven approach to enrolling students who have been traditionally underserved by attending community events and activities. We understand that those are the families who are disenfranchised and may not look to participate in a school choice process, which is why we want to meet with them at events and community activities such as local cultural festivals where they are comfortable. We will reach out to those families explicitly, and assist them through printing bilingual forms in addition to digital forms; providing individual assistance to complete forms and provide required enrollment materials; and reaching out to families that begin the process but do not follow through. Please see samples of English – Spanish outreach materials in Appendix H.

Element 8: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Admissions

Eagle Collegiate Academy shall admit all pupils who wish to attend the Charter School (Education Code Section 47605(d)(2)(A)). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. ECA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Pupils will be considered for admission without regard to disability, gender, nationality, race, ethnicity, religion, or sexual orientation. Likewise, no student will be denied admission for association with a person or group with one or more of the above actual or perceived characteristics. ECA will actively recruit a diverse student population. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

McKinney-Vento Homeless Assistance Act

Eagle Collegiate Academy shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. ECA shall provide information in its outreach materials, websites, at community meetings and open forums that notifies parents that the school is open to enroll and provide services for all students.

Application and Enrollment Process

Eagle Collegiate Academy will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The charter school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Formal recruitment of incoming students begins in August of each calendar year for the following school year, beginning with ECA advertising the open enrollment period. The recruitment process will begin in August and will be held through the middle of March. During this period any student who is interested in attending ECA will complete an online Application form or complete the Application form in person. The charter school will hold parent information meetings so parents can learn more about the charter school before they apply. In addition, ECA will conduct outreach throughout the open enrollment period to ensure that typically underserved families have the necessary information and support they need for

completing the Application form. If there are more students who intend to enroll than there is capacity, a random public drawing (“lottery”) will be held using the admissions preferences described below. Upon receipt of the Application form to enter into the lottery, the student’s parent/guardian will receive the rules that will be followed during the lottery process. If admitted through the random public drawing, the student may formally enroll by completing and submitting the full registration packet and submitting the necessary paperwork (outlined below) to facilitate the registration process. If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete registration packet will be enrolled.

Registration packets for students who are admitted will gather the following:

- Registration papers including emergency information, immunization records, national school lunch program application.
- Parental rights and notification
- Home Language Survey
- Cumulative records request
- Residency paperwork (utility bills)

ECA will provide assistance in completing the Application form to ensure that all students have access to the Charter School.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than it has capacity. In the event that this happens, ECA will hold a public random drawing to determine enrollment for the impacted grade level, (except for existing pupils of the charter school) who are guaranteed enrollment in the following school year. Admission preferences in the case of a public random drawing shall include:

- All students enrolled at ECA
- Siblings of enrolled students (includes all siblings and step-siblings living within the same household)
- Residents of the School District’s attendance area as required by Education Code 47605(d)(2)(B)
- Children of ECA’s founding families, Board members and employees
- Pupils who meet the CA state definition of socio-economically disadvantaged
- All other applicants

Public random drawing rules, deadlines, dates and times will be posted with the application materials and on the school’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email.

The lottery drawing will be scheduled at a time and place to best accommodate attendance of potential families and will be conducted by an uninterested third party. Parents/families do not have to be present to participate. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list. ECA will create a waitlist using a numerical ranking through the public random drawing process. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

ECA will communicate the results of the lottery directly to participants via email, U.S. mail, and/or phone calls. Parents/guardians will have five business days to confirm enrollment via an intent to enroll declaration before we move on to the waitlist. ECA will make every effort to contact families of students who have been chosen by the lottery to confirm their intention before doing so.

As spaces become available, we will communicate the availability via email, telephone, or U.S. mail. Parents/guardians will have five business days to accept the opening and enroll their child, or will give up their position on the waitlist.

Lottery Procedures

1. The lottery will take place within 30 days of closing the open enrollment period.
2. Existing students who wish to return must notify the Charter School during open enrollment.
3. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.
4. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
5. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
6. The lottery shall draw names from pools of ballots differentiated by grade level.
7. Beginning with the lowest grade, the ballots shall be drawn by a Charter School administrator or Board member who does not have a student currently seeking enrollment.
8. The drawings shall continue until all names for that grade level are drawn.
9. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. If a child gains admission during the lottery, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or they will move to the waitlist for their grade.
10. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status. Applicants will also be able to contact the Charter School to ascertain an individual student's status. Parents/guardians will have five business days to confirm enrollment via an intent to enroll declaration before we move on to the waitlist. ECA will make every effort to contact families of students who have been chosen by the lottery to confirm their intention before doing so.
11. Potential students on the waiting list shall provide contact information to be used in the

event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of five (5) business days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.

12. Applications received after the close of open enrollment will be added to the wait list after the lottery, in the order received, and will be contacted for enrollment when lottery wait list is exhausted.

13. Once a student has been admitted, his or her parents will fill out an enrollment form.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary.

January – March	Application forms available at school administrative office or online at the Charter School’s website.
Third week of March	All application forms due to Charter School.
Last week of March	Public random drawing conducted (if necessary).
Last week of April	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing. Parent Orientation meetings will also be held.
Second week of May	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

Parent Orientations

Eagle Collegiate Academy will hold orientation meetings for parents each spring, after the lottery for admission. During orientation meetings, staff and parents will review school policies and be asked to sign official enrollment papers. The enrollment packet also includes information such as an immunization record and a list of emergency contacts. Parents and legal guardians will also receive a Student/Parent Handbook during this orientation and which will also be available in PDF format on the ECA website. Parents who cannot make an orientation meeting should make a personal appointment with the charter school’s Grade Span Director or designee to address the information covered in the meeting to ensure that parents’ questions are addressed.

Element 9: Annual Financial Audit

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records, including a review of average daily attendance, of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Eagle Collegiate Academy, ECA, will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee will select an appropriate auditor through a request for proposal format and oversee the independent audit. The auditor will have, at minimum, a CPA and experience auditing educational institutions. The auditor will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education, by the 15th of December of each year. At the conclusion of the annual audit, the auditor will report directly to the Audit Committee, which will review the audit. The Chief Executive Officer, the Finance Committee, and the back office business support provider, will then review any audit exceptions or deficiencies, and report to the Charter School Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of ECA is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Eagle Collegiate Academy, ECA. ECA believes that all students have the right to learn in a safe, respectful and welcoming environment. ECA will emphasize positive behavioral intervention, school connectedness, and a supportive school culture grounded in school-wide norms that clearly communicate student expectations. When students experience challenges in meeting these expectations, ECA staff will work with the student, parent and teacher to try positive behavior intervention strategies, PBIS that may help the student change the behavior. In creating this policy, ECA has reviewed Education Code Section 48900 *et seq.*, which describes non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* ECA will conduct annual review of policies and procedures surrounding suspensions and expulsions and make necessary modifications of the lists of offenses for which students are subject to suspension or expulsion based on Education Code.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, ECA intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from school. This Policy shall serve as ECA's policy and procedures for student suspension and expulsion and it may be amended from time to time to comport with changes to State law. ECA shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Eagle Collegiate Academy shall ensure that its staff is knowledgeable about and complies with this Policy. ECA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. ECA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed to the school community as part of the Parent/Student Handbook and will clearly describe discipline expectations. A copy of the Parent/Student Handbook will also be available in the main office of the school for parent and community access.

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 school property.

All students at ECA are expected to behave responsibly and to learn and follow all guidelines

and school policies. The implementation of a school-wide behavior intervention and discipline plan is essential to ensure the success of our students both behaviorally and academically. Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. As a result, Positive Behavior Intervention and Support, known as PBIS, will be implemented school-wide. Corrective feedback and positive response strategies will be used for students who are exhibiting inappropriate or disruptive behaviors. ECA will utilize a three-tiered system where tier one supports all students, tier two supports selected students, and tier three supports targeted/intensive higher risk students. Whenever possible, ECA will use means of correction other than suspension and expulsion. Alternatives to suspension such as redirection, consequence ladder or progressive discipline, tutoring, counseling, parent meetings, parent visits, restorative justice and restitution will be implemented. ECA's counselor will work with parents and students to connect them with outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: 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; d) during, while going to, or coming from a school-sponsored activity. The Chief Executive Officer of the Charter School or designee may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior.

Enumerated Offenses

Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense.

- b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the CEO or designee's written concurrence
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- (k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1st, 2018, deletes or extends that date.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.

- For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO’s or designee’s concurrence.

Expellable Offenses

Category I Expulsions – Mandatory Recommendation for Expulsion

Students must be suspended immediately and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the

frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance
- d) Committing or attempting to commit a sexual assault or committing a sexual battery
- e) Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the CEO or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the CEO or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the CEO or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the CEO.

The conference may be omitted if the CEO or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the CEO or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the CEO or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

4. Appeal of Suspension

Parents/guardians may appeal a suspension, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the CEO or designee within 3 days of the School sending the Notice of Suspension Form to the parent/guardian and the student. The CEO will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, parents/guardians should appeal in writing to the Board within 3 days of the date of the School level written response and should direct it to the President of the Board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file. If the appeal is approved, the suspension will not appear on the student record.

D. Authority to Expel

Only the Eagle Collegiate Academy Board of Directors has the authority to expel a student. A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Executive Officer or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a) The date and place of the expulsion hearing;
- b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d) Notification of the student's or parent/guardian's obligation to provide information about

the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

e) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

f) The right to inspect and obtain copies of all documents to be used at the hearing;

g) The opportunity to confront and question all witnesses who testify at the hearing;

h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

(a) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

(b) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

(c) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

(d) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

(e) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

- (f) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- (g) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- (h) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- (i) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, 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 recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact 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 of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an

unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board not to recommend expulsion is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The CEO or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.

Within 30 days of the decision to expel, the CEO or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the CEO or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District, and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days (whether consecutive or cumulative) in a school year shall continue to receive services so as to enable the student 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/504 Plan; and receive, as appropriate, a functional behavioral assessment 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.

3. Procedural Safeguards/Manifestation Determination

No later than the 10th suspension day or prior or within ten (10) school days of a recommendation for expulsion (if no prior suspension days exist) or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all

relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/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 the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/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/504 Plan, then the Charter School 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.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student 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 the Charter School agree otherwise.

5. Special Circumstances

Charter School 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 Chief Executive Officer or designee may remove a student 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 student:

- Carries or possesses a weapon, to or at school, on school premises, or to or at a school function;
- 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
- Has inflicted serious bodily injury, upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the

three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Retirement Systems

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. Education Code Section 47605(b)(5)(K).

Eagle Collegiate Academy will offer coverage to all eligible employees. ECA's CEO will ensure that appropriate arrangements are made for retirement coverage approved by ECA Board for all ECA employees.

Mandatory Benefits for all Full-Time Staff Members

Eagle Collegiate Academy will provide mandatory benefits in accordance to the law. These include:

- Workers' Compensation Insurance (to be re-bid each year with an A-rated Company)
- Unemployment Insurance
- Medicare
- Social Security, if applicable

Health Benefits

Eagle Collegiate Academy will provide eligible employees with a comprehensive health benefits package (medical, dental and vision). Eligibility for health benefits is referenced in the ECA Staff handbook.

STRS

All eligible certificated employees of Eagle Collegiate Academy will have membership in the State Teacher's Retirement System (STRS). Employees will contribute the required percentage and ECA will contribute the employer's portion on all creditable compensation. All withholdings and earnings information will be forwarded to the STRS fund as required. Employees of ECA will accumulate service credit years in the same manner as all other members of STRS. For instance, if an employee has worked for the sponsoring district for five years, and another four years at ECA, he/she will have accumulated a total of nine years of service credit towards retirement from STRS. STRS contributions will be reported through the appropriate STRS- approved agency.

Social Security/OASDI

All eligible classified employees of ECA will participate in Social Security / OASDI withholding.

Voluntary 401(K) / 403(b)

All employees will have the opportunity to participate in an optional 401(k) or 403(b) retirement plan, or other plan approved by the Board of Directors.

Illness and Personal Necessity Days

Certificated Employees

All teachers at ECA will earn illness and personal days each school year at the rate defined in the ECA staff handbook.

Classified Employees

All qualifying classified employees will accrue illness days per provisions enumerated in the ECA staff handbook.

Vacation Days

Qualifying certificated and classified employees will receive vacation days credit as outlined in the ECA staff handbook.

Compensation and Working Conditions

Eagle Collegiate Academy will seek salary levels and benefits packages comparable to the general salary levels being offered by traditional and charter schools in Los Angeles County. ECA does not currently have a formal salary schedule. Compensation structures will also be innovative. Additional compensation/differentials or a class period off may be provided to individual employees for their contribution to school and student success by taking on extra duties and responsibilities such as serving as a Climate Manager, IB Coordinator or Department Chair. The teachers in ECA may create an independent bargaining unit since ECA is an independent public school employer. All employees shall retain all rights under the Education Employment Relations Act. Working conditions at the School will be comparable to those of similar local charter schools. Working conditions such as salaries, benefits, and work calendars are determined by the ECA Board and enumerated in the ECA Staff Handbook.

Element 12: Public School 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(b)(5)(L).

No student will be required to attend Eagle Collegiate Academy, ECA. Students who reside within the District who opt not to attend ECA may attend school within the District according to District policy or at another school district or school within the District through the District's intra- or inter-district transfer policies. Parents or guardians of each pupil enrolled in ECA shall be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ECA, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

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. California Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at Eagle Collegiate Academy, ECA. Employees of the District who choose to leave the employment of the District to work at ECA shall have no automatic rights of return to the District after employment at ECA unless specifically granted by the District through a leave of absence or other. Charter School employees shall have any right upon leaving the District to work in ECA that the District may specify, any rights of return to employment in a school district after employment in ECA that the school district may specify, and any other rights upon leaving employment to work ECA that the District determines to be reasonable and not in conflict with any law.

All employees of ECA will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to ECA. Employment by ECA provides no rights of employment at any other entity, including any rights in the case of closure of ECA.

Element 14: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the charter school's policies, (2) minimize the oversight burden on the School District, (3) and insure a fair and timely resolution of disputes between the District and ECA.

Eagle Collegiate Academy, ECA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. ECA is willing to consider changes to the process outlined below as suggested by the District. Eagle Collegiate Academy and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

Disputes between the Charter School and the District

In the event of a dispute between ECA and the District, ECA staff, employees and Board members of ECA and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Chief Executive Officer of ECA, or their respective designees. In the event that the District Board of Directors believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, ECA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Chief Executive Officer and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten (10) business days from receipt of the dispute statement. 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 Superintendent and the CEO of ECA, or their respective designees, and attempt to resolve the dispute within thirty (30) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO or by their respective designees. The superintendent and CEO shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Board of ECA and the

District Board of Education jointly agree to bind themselves. Mediation shall be held within forty-five (45) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and ECA. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and ECA.

Internal Disputes

Eagle Collegiate Academy shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Disputes arising from within the charter school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of Directors of the charter school, shall be resolved by the charter school and the Board of Directors pursuant to policies and procedures developed by the charter school Board of Directors.

The district shall not intervene in any such internal disputes without the consent of the Board of Directors of the charter school and shall refer any complaints or reports regarding such disputes to the president of the Board of Directors or the CEO of the charter school for resolution pursuant to the charter school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of the charter school has requested the district to intervene in the dispute. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and internal dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Eagle Collegiate Academy, ECA will be deemed the exclusive public school employer of the employees of ECA for the purposes of the Educational Employment Relations Act (EERA). ECA shall comply with the EERA.

Element 16: Closure Procedures

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 public records. Education Code Section 47605(b)(5)(O).

The following procedures shall apply in the event ECA closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School shall be documented by official action of ECA Board of Directors. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of ECA, the District, the Los Angeles County Office of Education, ECA's SELPA, the retirement systems in which ECA's employees participate (e.g., State Teachers' Retirement System, and federal social security), 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 pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure that the notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, ECA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. ECA shall work with the District to determine a suitable arrangement for transfer and location of storage of student records.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ECA shall prepare final financial records. ECA shall also have an independent audit completed within six months after closure. ECA shall pay for the final audit and other costs associated with school closure. The audit shall be prepared by a qualified Certified Public Accountant selected by ECA and shall be provided to the District

promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and 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 ECA.

ECA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ECA, all assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ECA, shall remain the sole property of ECA and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon ECA closure to the District. The distribution shall include 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, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ECA shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School.

Eagle Collegiate Academy is a nonprofit public benefit corporation under California law. If ECA will dissolve, the ECA Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E, ECA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also 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. Education Code Section 47605(g).

The information provided regarding finances, financial reporting, insurance, transportation, and administrative services is intended for informational purposes only and to assist the District in understanding how the school may affect the District. This information does not constitute a legally binding contract or agreement, is not intended to govern the relationship of ECA and the District, and shall not be considered a part of the charter or any related agreements or memoranda of understanding.

A. Financial Reporting

Eagle Collegiate Academy shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
6. Any additional financial or other reporting requirements will be agreed upon mutually by ECA and the District annually, on or before July 1.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Budgets

Eagle Collegiate Academy will be a fiscally independent, directly funded charter school. Attached, please find the following documents in Appendix D:

- A multi-year operational budget
- Cash flow and financial projections for the first five years of operation

and in Appendix E please find

- Funding Commitment Letter from Charter Asset Management

These documents are based upon the best data available to the petitioners at this time.

Each spring, ECA will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Chief Executive Officer will prepare the budget, and have the support of a Chief Financial Officer and or a back-office provider. A reputable back office provider offers sound assistance and guidance in a variety of areas critical to school management.

The Chief Executive Officer and the Chief Financial Officer with the support of ECA's back-office provider, will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the Charter School with the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year, and will also include ample reserves to accommodate cash flow challenges. A number of contingency budgets will also be prepared to provide guidance in the event of an unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process will begin in March of the preceding fiscal year, and will continue through the Governor's May revisions of the California state budget. The budget and three-year projections will then be presented to ECA Board for discussion and approval.

The Chief Executive Officer and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board monthly. A representative from ECA back-office provider may be present if necessary at monthly board meetings to answer questions and provide further clarifications as needed. The five-year budget summary included in Appendix D details the expenditures and revenue for the first five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow.

ECA Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Eagle Collegiate Academy will procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. ECA plans to contract with a reputable back-office provider.

At any time, ECA may discuss the possibility of purchasing administrative 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 the Charter School and the District and subject to District availability and willingness to provide such services.

D. Insurance

Eagle Collegiate Academy shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on the recommendations provided by ECA's insurer. The District's Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

E. Potential Civil Liability Effects and Impact on Authorizer

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Eagle Collegiate Academy shall be operated by a California non-profit public benefit corporation. This 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 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit 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. Further, the Charter School shall indemnify the District for the actions or inactions of the Charter School under this charter.

The Charter School shall work diligently to assist the Authorizer in meeting any and all

oversight obligations under the law to ensure the Authorizer shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees. ECA will purchase general liability insurance, Board of Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by the recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

F. Facilities

Governing Law: The facilities to be utilized by the 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(g).

Eagle Collegiate Academy plans to buy and build a permanent facility within the geographic boundaries of AADUSD and has enlisted local commercial real estate brokers, Sean Daryani and Randy Conrad to help identify potential private real estate options that will support our charter school.

Eagle Collegiate Academy has identified potential school sites:

1. 13136 Sierra Highway, Agua Dulce, CA 91390
2. 13284 Sierra Highway, Agua Dulce, CA 91390

(This property meets our growth and expansion goals with vacant lot upon which we may build on).

We need approximately 18,000 square feet of space for our students in the year 2017- 2018. We are budgeting \$125,263 in rent for our first year, and also the \$275, 000 initial deposit. Our budget reflects an amount based on rental costs of similar property in the area. This square footage will serve the following uses:

Classrooms: We will need the equivalent of 11 classrooms.

Offices/Reception: We will need space for our office staff and administration as well as an area to welcome visitors to our charter school and ensure charter school safety.

Specialty Rooms: We would like to have a small multipurpose room, a space for a library / Academic Center, and a small kitchen.

Outdoor: We would like our facility to include an outdoor space that could extend the learning environment.

Technology Infrastructure: Our charter school will have reliable internet connections and sufficient bandwidth to support our charter school population. As the vast majority of our data will be stored in the cloud, we do not anticipate a need for a server room.

Eagle Collegiate Academy is in negotiation with the owner for the purchase of both properties. The Letter of Intent from Eagle Collegiate Academy to the owner of the property is found in Appendix L.

G. Free and Reduced Price Lunch

Eagle Collegiate Academy plans to provide Free and Reduced Price Lunch services. ECA plans to make arrangements with a meal provider to provide meals for ECA students.

H. Transportation

Eagle Collegiate Academy shall make arrangements for transportation as required by law for students with disabilities in accordance with a student's IEP. ECA will also follow the AADUSD transportation protocol and make arrangements for transportation for students who reside beyond walking distances.

I. Attendance Accounting

Eagle Collegiate Academy will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law. We will use a Student Information Service to track student attendance. ECA school office manager and CEO will track attendance data to determine next steps for intervention.

J. Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site 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 the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding

formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Conclusion

Eagle Collegiate Academy will prepare all students for success in a four-year college or university by helping students cultivate the knowledge, 21st century skills, mindsets and networks needed for post-secondary success. ECA has started the process of becoming an IB school and has received strong support from the IB development division. ECA scholars will be curious, self-directed learners who have developed skills including, creativity, collaboration and communication needed to be successful in our increasing global environment.

Eagle Collegiate Academy will celebrate caring relationships, meaningful participation, and continual improvement. Our teachers and leaders will create a joyful, productive culture where error is welcomed as a learning opportunity and where individuals feel safe to explore as they develop their knowledge and understanding. Students will discover their passions and increase their intrinsic motivation by choosing and creating authentic projects, working in teams, and contributing to their community.

By approving this charter, the Acton-Agua Dulce Unified School District will be fulfilling the intent of the California Legislature and the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; provide parents and pupils with expanded choices in education, and following the directive of law to encourage the establishment of charter schools.

The Eagle Collegiate Academy team is a diverse, experienced group of individuals committed to meeting the needs of our community, and invested in the success of the Charter School. ECA would expand the variety of educational options available in the District. ECA will increase learning opportunities for all students and encourage the use of more innovative teaching practices.

The Petitioners are enthusiastic about working independently and cooperatively with the Acton-Agua Dulce Unified School District to establish the highest bar for what a charter school can and should be. Hence, the Eagle Collegiate Academy Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term.

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