

## **Attachment 6**

# **Eagle Collegiate Academy Response to the California Department of Education Letter of Concern Dated November 12, 2021, Including its Fiscal Corrective Action Plan and Independent Study Master Agreements**

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This document was provided, as is, to the California Department of Education (CDE) by the **Eagle Collegiate Academy**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).



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December 6, 2021

Stephanie Farland, Director  
California Department of Education  
Charter Schools Division  
1430 N Street, Suite 5140  
Sacramento, California 95814-5901

**Re: Eagle Collegiate Academy Response to Letter of Concern  
Regarding Adherence to the Charter Petition, Memorandum of  
Understanding, and Applicable Laws**

Dear Director Farland:

The purpose of this letter is to respond to the Letter of Concern Regarding Adherence to the Charter Petition, Memorandum of Understanding, and Applicable Laws (“Letter of Concern”), dated November 12, 2021, from the California Department of Education (“CDE”) to Eagle Collegiate Academy (“ECA”).

As requested, ECA provides below its written response and assurances as to the following “Corrective Actions” set forth in the Letter of Concern:

**1. Violation of Charter Approved by the SBE – Fiscal Year (FY) 2021-22 Enrollment**

On December 3, 2021, the ECA Board of Directors considered and approved a Fiscal Corrective Action Plan (“FCAP”), which constitutes the written response and related attachment set forth in this section (Items 1a through 1g), as follows:

a. Written narrative explaining what caused the decline in anticipated enrollment at ECA and the steps being taken to address the decline

ECA’s decline in enrollment from an anticipated 168 students to 12 students was caused by an untimely confluence of unpredictable events, the most significant being unanticipated challenges in securing the facilities necessary for the instructional model detailed in the charter petition.

ECA was scheduled to open on August 16, 2021. As early as May 28, 2021 ECA had secured a lease for facilities located at 33301 Agua Dulce Canyon Road and contracted with an established company (i.e., Mobile Modular) to assist ECA with developing E-occupancy



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classrooms. ECA paid the required fees and submitted a request to the County of Los Angeles to conduct a Site Plan Ministerial Review to approve ECA's use of the site as a classroom-based school.

ECA's Plan was assigned to the Antelope Valley Office of the Los Angeles County Department of Regional Planning, and it was anticipated that the review process would take approximately three weeks. Unfortunately, due to excessive delays in conducting the site review and unfounded concerns from the Agua Dulce Town Council about ECA's anticipated use of the site, ECA was forced to delay the school's opening by about three weeks, to September 7, 2021. On or about July 31, 2021, ECA informed the CDE of its delayed opening plan and intention to offer independent study instruction under a model aligned to AB 130's independent study program requirements. Although ECA students and families initially supported the delayed September 7, 2021 start date, the reality for ECA's working-class families was that they were unable to remain home from work to support their children in a virtual learning environment. These families had to temporarily enroll their children in local district schools but have indicated their intent to return to ECA once a facility is secured.

In addition to the families who have already committed to returning to ECA once it has secured a facility, ECA is taking affirmative steps to increase enrollment, which includes, but is not limited to, contacting ECA families to provide them with updates on ECA's planned facility opening date; canvassing neighborhoods in the surrounding community to share information about ECA's planned facilities opening date; and holding virtual and in-person ECA informational meetings.

- b. Written narrative on the budget actions that have been taken to date to adjust to the lower enrollment numbers and proposed budget actions in the future

ECA has proactively undertaken severe expenditure reduction and austerity measures to adjust to current enrollment, including but not limited to eliminating teacher positions, eliminating staff positions, and reducing the hours of remaining staff as follows:

**Teacher Reduction:** 5 full time teachers

**Staff Reduction:** Office Manager (highest paid office staff) was released at the end of October.

**Hours Reduction:** Part time HR Coord hours was reduced from 20 hours to 12 hours or less as worked.

ECA's revised multi-year budget and cashflow statement for 2021-22, 2022-23, and 2023-24 enclosed is as Attachment A.



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Accordingly, ECA's anticipated 2021-22 expenditures for certificated teachers has been reduced from an initial projection ECA's anticipated 2021-22 expenditures for non-certificated staff has been reduced from an initial projection. ECA will continue to work closely with its back-office support provider to identify additional cost saving measures throughout the year.

- c. Explanation of how teacher and staff salaries and CalSTRS/retirement are and will continue to be paid

ECA's first CalSTRS/retirement submission was in October, 2021. Only 8 teachers, and 1 admin are currently in CalSTRS.

Based on our revised MYP calculations, ECA will be able to continue making the CalSTRS payments for the 8 enrollees.

ECA's revised MYP and cash flow statements show that ECA will be able to continue to pay salaries and CalSTRS/retirement until May 2021 and until the end of the 2021-22 school year with the anticipated funds raised from ECA's capital fundraising campaign.

ECA is conducting a Capital Fundraising Campaign to raise \$1,00000.

- d. Revised multiyear budget and cash flow statement for the current FY (2021-22) and two subsequent FYs (2022-23 and 2023-24) with written detailed assumptions included that reflect ECA's resolution on addressing the unanticipated enrollment decline and revised expenditures

ECA's revised multi-year budget and cashflow statement for 2021-22, 2022-23, and 2023-24 is attached in this email and FY 2021-22 total revenue of \$1,088,244. ECA's revised 2022-23 budget is based on an anticipated enrollment of 240 students and FY 2022-23 total revenue of \$3,544, 756. ECA's revised 2023-24 budget is based on an anticipated enrollment of 313 students and FY 2023-24 total revenue of \$4,265,192.

- e. Manner of calculating average daily attendance during the period of online instruction

At all times during the 2021-22 school year, ECA has maintained written contemporaneous records that have documented all student attendance to date, and such records remain available for audit and inspection. Additionally, ECA has maintained a daily engagement log tracking each student's daily engagement in educational activities for each day that ECA has been in session since the start of the 2021-22 school year. All student work and attendance for which ECA will



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claim apportionment has been assessed by a certificated teacher as to the time value of such work. ECA's records include representative samples of each student's work product.

f. ECA board agenda and scheduled meeting date approving the FCAP

A copy of the agenda for the December 3, 2021, meeting of the ECA Board of Directors is enclosed as Attachment B. The ECA Board of Directors approved ECA's FCAP by a vote of 5-0.

g. Outreach, enrollment, recruitment, and retention plan to recover projected enrollment

ECA's plan to recover lost enrollment due to its unforeseen facilities challenges (and to further increase enrollment) includes, but is not limited to: contacting ECA families to provide them with updates on ECA's planned facility opening date; canvassing neighborhoods in the surrounding community to share information about ECA's planned facilities opening date; and holding virtual and in-person. Additionally, ECA's website and social media platforms (e.g., Facebook, Instagram, YouTube, and Twitter) have been updated to provide information on ECA's facilities and opening date as demonstrated [here](#), [here](#), ECA has also initiated a targeted advertising campaign in local newspapers and digital magazines. ECA will also distribute promotional and informational materials (English and Spanish) to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the surrounding school district areas such as local sports leagues, and after school programs.

ECA is sourcing partnerships with local non-profit organizations, such as the Boys and Girls Club, Girl and Boy Scouts and has recently conducted outreach to organizations in our community which serve homeless and foster youth (e.g., Family Promise of Santa Clarita Valley, Family Solution Centers (FSC) - Bridge to Home and Valley Oasis). During the months of December 2021 and January 2022, ECA will attend various community events, festivals and meetings such as the annual Kids Expo, Cowboy Festival, farmers market, Swap meets, Santa Clarita Fine Arts and Craft Show, tree lighting events, city council meetings, city advisory councils, and town council meetings. ECA is confident that the above efforts will result in ECA having meeting its enrollment goals outline above as described in ECA's revised budget projections.

**2. Violation of Charter Approved by the SBE – Facilities**

**ECA has secured facilities located at 34736 Agua Dulce Canyon Road in Agua Dulce, California, 91390.** ECA's lease term and occupancy will commence on December 13, 2021 2021, and the facility is available for visit and inspection by the CDE on or after December 13, 2021, and prior to ECA commencing instruction at the site.



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- a. Facility lease agreement and opening date, signed by the lessor and ECA, with a narrative of the immediate opening plan for ECA students to receive instruction

Enclosed as Attachment C is a copy of the lease agreement for the facilities located at 34736 Agua Dulce Canyon Road, executed by the property owner-lessor and ECA, dated December 6, 2021. Subject to the CDE's visit and inspection, ECA's anticipated opening date for student instruction is December 13, 2021. ECA's plan to successfully open the site for student instruction is to involve notifying families, outreach activities already described, making sure the facility is ready and that we comply with all health mandates and requirements.

- b. Evidence of an Educational Group E occupancy permit on file with the city, county, or other appropriate jurisdiction

The site located at 34736 Agua Dulce Canyon Road is zoned C-3, which is the "General Commercial" zoning description. C-3 zones may be used for "[s]chools, grades K-12, accredited by the State of California, excluding trade or commercial schools." (Los Angeles County Code Section 22.20.030) Alternatively, there is an approved use code on the property for Institutional ("IT") purposes. IT zones can be used "to provide for the preservation, maintenance, and enhancement of public and quasi-public uses and resources of the County as defined in the General Plan. It is the purpose and intent of Zone IT to: (1) allow publicly and privately-owned uses which provide public services to the community; (2) protect and preserve public facilities; and (3) provide and enhance all educational institutions, whether publicly or privately owned." (Los Angeles County Code Section 22.26.030 (Emphasis added.)) Therefore, under the combined C-3 and IT uses, ECA contends that the site is appropriately and lawfully zoned for ECA's use as a K-8 public charter school. ECA is taking steps to formally confirm (e.g., by CUP or other county permit) ECA's intended use. The drawing of the facility attached shows the premises ECA has leased listed as E3.

### **3. Violation of Charter Approved by the SBE – Educational Program**

- a. A detailed written description of the current curriculum and the manner of delivery, including a sample description of student learning activities and how the IB program is being integrated into the current curriculum

ECA's current curriculum is the same curriculum described in its charter petition. Below is a description of ECA's curriculum and instruction by grade level and how IB is integrated into each grade level. On October 9-10, 2021, ECA's teachers received IB professional development entitled, "Making the PYP Happen: Implementing Agency."

#### Transitional Kindergarten (TK)



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ECA's TK class is utilizing the IB PYP Approaches to Learning ("ATL") / Transdisciplinary Skills daily. The TK day begins with journal writing, which involves the Thinking Skills strand of the ATL. The students use inventive spelling in response to a journal prompt created by the teacher. Their inventive spelling utilizes critical thinking skills as they draw from their minds the letters and sounds that they hear. It also involves inference and problem-solving skills.

Next, the class then moves to studying a letter of the day. This is part of ECA's Integrated ELD because the book students study contains a great deal of realia to support the learner, along with very clear language from the teacher. This falls under the Research category of ATL/Transdisciplinary skills. It involves analyzing and interpreting data. Every other day, students watch a phonics video, which also falls under the Research strand of ATL/Transdisciplinary skills, because they are analyzing and interpreting data. This is followed by a song or finger rhyme that falls under the Communication strand. It encourages the students to express themselves confidently and creatively. It also falls under the Social Skills section of ATL/Transdisciplinary skills, because it involves effective communication. This activity also incorporates Integrated ELD as there is a great deal of Total Physical Response involved.

TK story time involves wonderful books like "My Magical Words," which covers the Social Skills strand, as it gives beautiful affirmations about saying, thinking, and doing things that are positive for self and others. TK stories teach empathy, relationship management, and respect. The physical education time is wonderful for students because of their use of Total Physical Response. The lessons typically involve a combination of facts on the subject, combined with a song or rhyme. This covers both the Research and Communication strands of ATL because they are both formulating questions and expressing themselves creatively. The pre-reading skills work involves using Research and Thinking skills to analyze and categorize ideas like opposites, and positional words.

For mathematics, the students write numbers to thirty, and then study one or two numbers for the day. This involves Research as they place the numbers in order and learn how many objects the number represents. The IB PYP (ATL) Transdisciplinary approach to learning has placed teaching on a much higher level than in traditional classrooms. It reveals the mental capabilities necessary to complete the functions we request of our students. It tells us the why and how of our teaching approaches and methods which is great to instill in pre-kindergartners at such an early age.

### Kindergarten

With the goal of providing students with an educational experience that leads them to be international-minded and successful adults, the Primary Years Programme's Transdisciplinary Themes, Learner Profile, and Approaches to Learning are woven throughout the Kindergarten curriculum. Teaching and learning are most natural and effective when we address the whole person and the broader world community. The transdisciplinary approach to teaching and creating





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curriculum aligns well with Kindergarten Common Core State Standards for California, and English Language Development Standards.

Beginning with the transdisciplinary theme of Who We Are, kindergarten students have been exposed to two of the learner profile attributes, Inquirers and Caring, specifically, and explore what it means to be mindful of those attributes. Also, over the past two months, kindergarten students have had many opportunities to practice their Communication and Social Skills through transdisciplinary teaching and learning. Many of kindergarten lessons cross between or connect directly to two or all English Language Arts, Science, and Social Studies classes.

ECA's kindergarten class discusses most content and topics with students by first eliciting their feelings, and next, students to consider what they could do to impact a given situation or problem. For example, a series of lessons about caring for ourselves and others led first to lessons about caring for pets, then caring about wild animals and the environment. The students had frequent group discussions, collaborative brainstorming activities, and opportunities to present their ideas and opinions. There were drawing and writing components, and inquiring into deeper, related topics such as waste, pollution, and the effects of deforestation. The students devised solutions they could initiate to issues that affect the world. The communication skills practiced in ECA's kindergarten class directly complement English Language Development and are age appropriate for all TK/K students. Listening, speaking, reading, writing, viewing and presenting activities, all strengthen language skills.

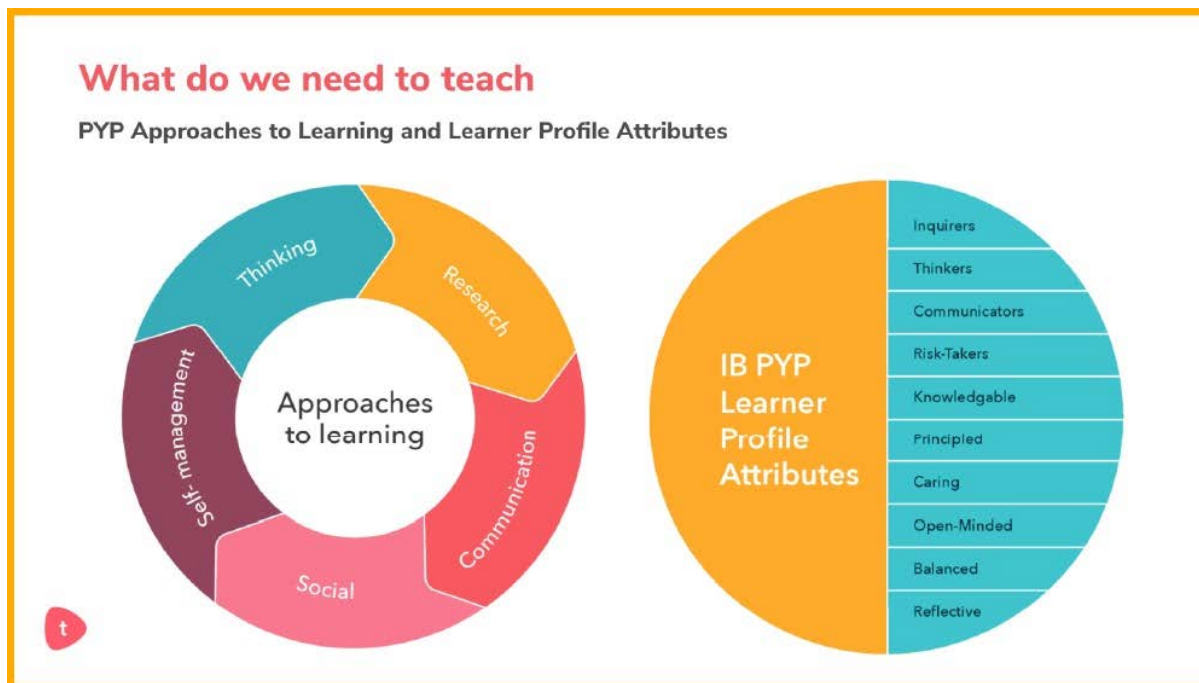
Additionally, ECA's kindergarten class recently began a learning segment which begins with celebrating family and friends' similarities and differences, and broadens out into examining their own cultures, learning about different cultures, and, ultimately, why diversity should be valued. Students begin with reading literature and informational texts centered around these topics and concepts, practicing reading comprehension skills, as well as foundational skills for reading. The students view and ask questions about photographs, art, and other cultural realia. Discussions are always included in kindergarten lessons and activities.

Student practice of speaking and listening skills is integral to the IB Framework, CCSS, ELD Standards, and Special Education. Under the umbrella of the theme of Who We Are and the learner profile attributes Caring and Inquirers, these concepts and related topics will resurface and evolve through connected concepts and future learning segments. Using their natural thinking skills, reflecting on their own feelings, ideas, and relationship to various concepts and topics, students make connections of their own, creating new lines of inquiry. These practices develop a deep knowledge and personalized relationship to facts and concepts that are new to some students and expanding for others. Information combined with emotional responses become long term memories, building a solid foundation for future learning.

First Grade



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ECA's first grade students are expected to develop and demonstrate skills, knowledge and understanding of the five Approaches to Learning on a continuum across the PYP. To enhance competency in these areas, teachers design learning tasks, activities or challenges that nurture students' further growth and understanding of the Approaches to Learning. The approaches to learning skills can be summed up with the ATL wheel in the diagram above.

The Approaches to Learning skills are identified as:

- Communication skills - oral, written, digital and creative
- Collaborative social skills
- Organizational, affective and reflective self-management skills
- Research skills demonstrating information and media literacy
- Critical thinking, creative and innovative synthesis, and knowledge transfer skills

The IB approaches to teaching skills are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment

The PYP Learner Profile Attributes:



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- Inquirers
- Thinkers
- Communicators
- Risk-Takers
- Knowledgeable
- Principled
- Caring
- Open-Minded
- Balanced
- Reflective

Indeed, ECA's first grade students continue the ATL skills began in kindergarten. First grade is introduced to the skills and can watch others performing it. By making observations students are able to learn. Students are asked to express what they are learning or have learned by reflecting on the activities and information they engaged with in the class. Students are asked and later can ask themselves questions to know if and what they learned. Some of these questions are: what are my present skills in this content and what evidence do I have of my learning; what skills can I improve; and what new skills can I learn? Students answer these questions so they can begin to take responsibility for their own learning and development. Over time, students can identify themselves and their competence in any learning strategy using the questions above.

One of the projects first grade class is undergoing is choosing an animal to research and to create a report and a diorama about that animal, the plants and other animals that live within that ecosystem. Students have a choice and voice in the decision of what to learn. Students ask questions and research the chosen animal in books and on the internet. Then the student presents the project to the class and discusses what has been learned.

When learning the PYP learner profile attributes first grade students ask the question "Who Was....?" by reading the biography of historical and present-day figures who exhibit those attributes. By discussing how that person exhibits the attribute and the definition of the attributes, students learn about the attributes. The figures the students are currently studying are:

Inquirer: Thomas Edison  
Knowledgeable: Galileo  
Thinkers: Albert Einstein  
Communicators: Cesar Chavez  
Principled: Martin Luther King Jr.  
Open-Minded: Gandhi  
Caring: Roberto Clemente  
Risk-Takers: Jackie Robinson  
Balanced: Bono  
Reflective: Oprah Winfrey



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In conclusion, ECA's students learn by asking questions, making observations, researching the answers to those questions and learning from their peers. They think about what they want to learn, inquire about the topic, communicate what they have learned, and reflect on what they have learned.

### Second Grade

ECA's second grade class continues the ATL skills began in first grade as seen in the approaches to learning skills wheel above. Second grade also conducted the animal research and created a report and a diorama about that animal and the plants and other animals that live within that ecosystem. The students conducted their research of the animals on the internet, books and interviews of family and friends. Then the students typed their papers, did spell check before presenting the project to the class and discussing what they learned.

Second grade is learning where students' place in the world is physically and what their responsibilities are for this planet. Students are looking at what we can do to help our Earth and the people on our Earth. Students are making observations and asking questions about how we can help. Second grade is also learning about the same figures listed in first grade for the PYP learner profile attributes by reading the biography of historical and present-day figures who exhibit those attributes and discussing how that person exhibits the attribute and the definition of the attributes learned about the attributes.

In conclusion, ECA's second grade students extend what the first grade learned by asking questions, making observations, researching the answers to those questions, interviewing family members and learning from their peers. They think about what they want to learn, inquire about the topic, communicate what they have learned, and reflect on what they have learned.

### Third Grade

ECA's third grade class extends what was taught in second grade by engaging in more practice of the ATL techniques as follows:

The ATL: Research Skills is used across the curriculum in the third grade classroom. Some examples are when the students researched food webs from around the world, Native American tribes across the United States, famous explorers from around the world, world heroes that define the IB profile, and even just researching on essay topics they are interested in. The students were taught the best sites to research from and how to take that research and place into a graphic organizer to stay organized. Students are asked to search the internet to find the answers to questions they have about the world. For example, students questioned how Thanksgiving is celebrated in early October for Canada and late November in the United States. Together, the students researched why the harvest season is so different up North, and they were able to tell the difference in temperatures/climates of Canada and the United States.



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The ATL: Self-Management Skills are seen throughout the day in the third grade classroom. Before class begins, a mindfulness video is shown. The students love to start their day with these videos because of how it relaxes them and alleviates the stress of the prior day. It is also a time where students share how their days went yesterday and socialize with one another to become a support system for each other. Throughout the rest of the day students reflect and help the students that may be having a more difficult day. The students are taught how to encourage each other and to not put others down. They are also taught to see the best in one another and to promote others to accomplish their goals. Physical Education class is also done every day to promote a healthy lifestyle.

The ATL: Social Skills can be seen across the disciplines. The students use social skills to work with one another to solve problems/tasks of the day. For example, the students had a discussion recently about predator vs. prey. They were shown different skulls of animals (specifically their teeth), and had to work together to discuss whether the animal could be a predator or prey. The students had a discussion and came to a conclusion by collaborating together. Indeed, collaboration is a huge part of the third grade class. The students working together to solve problems is an important learning technique for them that will allow them to succeed in the real world. Another activity where the students used social skills to collaborate was during STW (See, Think, Wonder) charts. Here they worked together to decide what was happening in the picture and why. We worked on this during the Native American studies unit. The students viewed pictures, collaborated on what they saw, thought, and wondered, and even researched some of the inquiries that came to mind while viewing them. When looking at the IB profile, the students would work together to change the definition of one of the attributes from the IB profile to a definition that they were better able to understand. They worked together to put the definition into their own words in order to create a definition that spoke more to them in an easier language where they could teach it to others.

The ATL: Communication is a skill students greatly participate in everyday in the classroom. During the ELA period, the students are listening to others read and give their own opinions/thoughts about the reading topics. Students then will take turns reading, speaking, and writing about topics that matter to them. The students may get a reading topic related to issues around the world. They then discuss their ways to help and come up with a plan to help. Not only is this getting the students to understand the world they live in, but is also getting them to communicate ideas, share their beliefs, and reflect. The students read their own stories of their choosing daily and present the summary of the book and their opinion of it to the other students. The students have a presentation coming up where they research, create, and present their given Native American tribe. Later on, they have an endangered species presentation, black history month hero presentation, cultural project presentation, Science fair presentation, and more. During these they will communicate their findings and educate one another.

The ATL: Thinking skills are present throughout their learning. Students are asked to ask themselves questions across all the subjects. They gain knowledge while practicing new standards using their critical and creative thinking skills. The students creatively think while writing essays



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or stories in my class. Some students had to research and write an essay as a turkey to stop people from eating turkey on Thanksgiving. Other students created sequels to their favorite books. Students used critical thinking strategies when determining which vertebrate group an animal belongs to, whether different living things are producers, consumers, or decomposers, how to compare and contrast life cycles of different vertebrates, and how animals/people adapt to their environment.

Finally, lessons and activities are formatted to help English language learners and students with IEPs. Lots of visuals are used when teaching these students. The teacher makes sure that EL's can communicate their thoughts and ideas aloud without always getting stuck with how to write their opinions on paper. Materials are presented in different formats depending on if they are visual, audio, or kinesthetic learner. This helps provide the ELs with the best opportunity to succeed. A student with an IEP also gets extra time to think and process ideas. The student is given flashcards with vocabulary terms that would best help him understand the meaning in a text. Finding the best way to reach these students is always a necessity. The IB profile and ATLs are going to be used continuously in third grade. Not only are they helpful in providing instruction, but they help the students become independent thinkers that are ready to make a difference in the world. All the skills they learn in class will lead to a more globally conscious adult that is ready to take on life's challenges.

### Physical Education

Physical Education ("PE") is often marginalized when it comes to the importance on the development of a child. At ECA, physical education is an important subject in school due to the numerous life lessons it can provide with good teaching. An altered side of physical education is provided at ECA to create a change and encourage all students from different upbringings to shine. When delivering the IB curriculum framework into this physical education program, good teaching practice is at the heart and essence of everything we do.

Aligning with the IB mission statement "...*inquiring and knowledgeable students*," the PE goal is not only to inspire students to find a lifelong physical activity they will enjoy and continue doing their entire life, but to enable students to find their own entry point to learning. By helping students identify their unique entry point to learning, they can focus on the tasks and activities that will give them the optimal level of challenge. If they can do this, they will not only be more engaged, but will develop the intrinsic motivation needed to achieve the physical skills and cognitive skills that will empower them to achieve success in whatever they aspire to do.

Embedded in the IB model are 12 core values that help to drive the learning and character development of each student. These values are called the PYP Attitudes. The 12 attitudes include:

1. **Appreciation**- Students should appreciate the talents that people have, appreciate the hard work of others, and appreciate being part of a team.



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2. **Commitment-** Students will work hard to improve their skills, understand they are responsible for their actions, commit to doing their best, and persevere through difficult challenges.
3. **Confidence-** Students are willing to try new things, believe in their abilities, share their ideas, thoughts, and opinions, and make decisions with confidence.
4. **Cooperation-** Students will enjoy working on a team, contribute equally to group tasks, share with their classmates, and listen to the ideas, thoughts, and opinions of others
5. **Creativity-** Students will find solutions to problems, come up with creative ideas, be positive thinkers, and understand they hold the keys to their own success.
6. **Curiosity-** Students will be hungry to learn more about the world and different cultures, they will enjoy finding out the answers to questions they may have, and enjoy learning about other people.
7. **Empathy-** Students will understand the feelings of others, treat people the way they would like to be treated, care for their classmates, and try their best to help others in need.
8. **Enthusiasm-** Students will think positively, enjoy learning new things, love new challenges, do their best in whatever they do.
9. **Independence-** Students will try to find answers on their own, ask questions and give answers, get a lot done working alone, and think for themselves.
10. **Integrity-** Students will play fairly, follow the rules in games and activities, do not speak badly about others, and be honest with their words and actions.
11. **Respect-** Students will promote peace in class, speak appropriately to others, be kind to others, and treat the property of others with respect.
12. **Tolerance-** Students will respect people's differences, be tolerant when people don't agree with them, understand that people have different opinions, and respect the different cultures and languages of classmates.

Addressing these core values in the PE program is a priority. Students are provided visuals and constantly refer to these 12 attitudes to help initiate important discussions. Students are rewarded when they demonstrate putting these values into action.

ECA tracks students' progress using a "sportfolio." A sportfolio is a PE-type journal for the students with a main purpose to collect peer & self-assessment, written reflections, to record data to be used for graphing and other purposes in math, and file awards and certificates from PE. Written reflection is a major part of the PYP, and this gives the students an opportunity to reflect in as many forms as they can. With younger students and EL students, this can be achieved through drawing pictures along with adding limited text. Visual learners can also demonstrate their understanding through illustrations. Each week the students complete a reflection at the end of every class. These reflections can be about anything that happened during class. These reflections allow the students to constantly learn about the units. It is a way to check prior knowledge and



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understanding, and the possibility to assess students in various ways. This also allows the students to incorporate communication, social, research, self-management and thinking skills into physical education. It is hoped that PE at ECA creates the constant communication between students and teachers and will make them feel comfortable knowing they can go to ECA teachers for support.

### Language Instruction at ECA

ECA offers Korean and Spanish Language instruction to students. The Korean language class fulfills the IB second language requirement in addition to English, the language of instruction. Spanish language provides a second opportunity to learn a second language.

Students learn Korean alphabets and Spanish words in order to demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Students also recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed. IB ATL communication and thinking skills are used daily in the language classes. ECA students have learned to say and write the Korean alphabet with a song. All students at ECA have learned how to write their names in Korean.

### Art

The Art class at ECA has been integrating the International Baccalaureate Primary Years Programme into visual art lessons because the teacher considers herself a fellow inquirer right along with the students. The teacher frequently introduces question stems while giving a lesson. These short, open-ended questions create the *Thinking Approach to Learning* while allowing students to connect with their prior learning and while also creating new meaning. ECA students are starting to understand that visual arts use symbols and representations to convey meaning.

Additionally, the students are beginning to show enjoyment in sharing their art with others. ECA students have also begun to show an understanding that ideas, feelings, and experiences can be communicated through arts. ECA art activities have helped students develop an awareness that there are similarities and differences between different cultures, places, and times. Students are learning that throughout different cultures, places and times, people have innovated and created new art movements.

#### b. Number of English learners and how designated and integrated instruction is being provided

ECA currently has four (4) English Learner students. These students receive integrated English language instruction in their grade level classroom using California's state standards and using differentiation based on need in all subject areas. These students are receiving Lexia's Core5 Reading program for students in grades K-3<sup>rd</sup> every Monday, Tuesday, Thursday, and Friday for 30 minutes. ELD instruction occurs primarily during the ELA block, and additionally in History





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Social-Science and Science. However, ELD standards are also incorporated in PE, Art, and language classes. Students are exposed to the grade level instruction and 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 (K-3) and ELD level.

c. Number of students with Individualized Education Plans (IEPs) and how instruction is being provided in accordance with any IEPs

ECA currently serves two (2) students with Individualized Education Programs ("IEP") or approximately 17% of its current student population. Due to ECA's commitment to personalized, standards and mastery-based systems of learning, ECA has been able to support each of our students by effectively addressing their individual learning styles and needs. The primary eligibility of both of ECA's students with disabilities is Speech or Language Impairment (SLI). One of the students also has another qualifying service of Occupational Therapy which is delivered by a licensed Occupational Therapist.

These students are instructed in the least restrictive environment – general education settings with their grade level peers. The education specialist teacher provides specialized academic instruction through the push-in and pull-out (break-out zoom rooms) format. The students also receive specialized instruction from ECA's contracted service providers, who are county and state certified in their areas of specialization. These providers include a licensed Speech and Language Pathologist, as well an Occupational Therapist.

**Student #1**

A trimester (goals monitoring) IEP was conducted on November 12, 2021, for one of our students. The student has Speech and Language Impairment as their primary eligibility. Other eligible services that are being provided to the student are Occupational Therapy and English Language Development. The IEP team meeting was conducted via videoconference, with the prior consent of the parents. Parents also gave verbal consent for the IEP forms to be sent electronically for signatures. The following ECA team members were in attendance:

- The father
- The mother
- Speech and Language Pathologist
- Occupational Therapist
- ELD Coordinator
- Administrator/CEO
- Education Specialist

After looking at the results of the various area/section assessments, the IEP team determined that the student made satisfactory progress in all but one goal area - the Writing goal.



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The team unanimously agreed to retain the goal standard, but to alter its language for the next quarter, to reflect the student’s present level of performance and to be very specific, clear, achievable and easily measurable.

No. of students	Grade Level	Learning Support	Case load	Setting	Examples of modifications and Support level
1	3	1 to 1, differentiated instruction, adaptations, accommodations and modifications	1	Virtual	<ul style="list-style-type: none"> <li>• Gets extra time for assignments and tests.</li> <li>• Test questions read aloud to him when requested.</li> <li>• Textbooks are based on 3<sup>rd</sup> grade curriculum but at student’s 1<sup>st</sup> grade independent reading level.</li> <li>• Shortened reading and writing assignments.</li> <li>• Difficulty of assignments were reduced.</li> </ul>
1	K		1	Virtual	• .

Generally, ECA’s received several days of professional training from ECA’s Program Specialists and Program Technicians from the El Dorado County Office of Education (“EDCOE”). SELPA. These training sessions were in the areas of accessing and navigating EDCOE’s Special Education Information System, which is a web-based system that allows centralized, online access for writing IEPs, managing special education data, CALPADS reporting and service tracking.

ECA also values multiple intelligences, varying learning styles and differentiation of instructions. As a result, the school’s special education department utilized the following identified unique advantages which are part of the school structure, to support its students. These include small class sizes; IEP learning goals that are clearly articulated and tailored to the needs of our students; ample time to collaborate and plan lessons with ECA’s general education teachers; regular engagement in team teaching practices; and frequent communication with parents during Parent/Teacher conferences and IEP meetings, to share the students’ progress reports with the parents.



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For assessments, the Pearson Kaufman Test of Educational Achievement (K-TEA-3), 3<sup>rd</sup> Edition was used for formal IEP assessments. These assessments covered Math Concepts and Applications, Letter and Word Recognition, Math Computation, Reading Comprehension, Written Expression and Spelling. We also use as part of our universal screening process for all students, the Northwest Evaluation Association's Measures of Academic Progress ("MAP") which measures literacy and Mathematics skills to assess our students' academic progress. These testing tools also afforded us the opportunity to create personal learning plans for our students with active IEPs, as well as permitted us to target these students for more intensive intervention, which we were able to achieve through the additional lunch and after school tutoring sessions. During these sessions, students were provided with contents that addressed their individual needs and were specific to their IEP goals. To achieve better results during the assessment sessions, we created enabling environments for the students to learn and take tests, using basic structured and consistent classroom routines with built-in frequent breaks and extended time.

The first eight (8) weeks of school consisted of high-quality assessment and instruction with targeted interventions for all our students, especially those with active IEPs. The special education students who required more intensive instructions to master curriculum content, we organized tutorials and blended learning sessions at lunch time and after school periods. During these sessions, we reviewed school assignments and used pre- and re-teach strategies to front load, and review skills they might have missed in class with their general education peers. These basic, specialized and more individualized approaches are what the students needed to make significant progress in their identified IEP goals.

- d. Evidence that the school has implemented all requirements of AB 130 and Independent Study legal requirements for the 2021–22 school year, including a classroom-based alternative, a compliant board policy, signed and dated compliant master agreements for each student, pupil residency in the county or a contiguous county, and a completed work product that is at least the equivalent in time value to the charter's school day as determined and evaluated by a certificated employee of the charter

AB 130 does not require charter schools to provide a classroom-based alternative to independent study. As noted above, ECA has not yet been able to provide a classroom-based alternative to students. However, any student who wanted to return to in-person instruction did so.

Enclosed as Attachment D is a copy of ECA's board-approved independent study policy adopted on August 31, 2021.

Enclosed as Attachment E is a copy of the master agreement for each of ECA's students participating in independent study.

ECA reviewed each student's residency, and determined that all live in Los Angeles County or an adjacent county.



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Enclosed as Attachment F are samples of ECA student work evaluated by their certificated teacher and that are at least the equivalent in time value to ECA's school day.

#### **4. Violation of Law – Governance**

a. An LCAP using a template adopted by the SBE with evidence of board adoption

Enclosed as Attachment G is a copy of the 2021-22 LCAP approved by the ECA Board of Directors on December 3, 2021. ECA could not approve an LCAP before it opened.

b. Evidence of board approval of a compliant conflict-of-interest code and evidence of approval by the appropriate governing authority

The ECA Board of Directors approved and adopted a compliant conflict of interest code on August 24, 2019. A copy of ECA's conflict of interest code is enclosed as Attachment H and is also posted on ECA's website via direct link [here](#). A copy of the August 24, 2019, board meeting agenda and subsequently adopted meeting minutes are enclosed as Attachment I.

Additionally, ECA submitted its board-approved conflict of interest code to the Los Angeles County Board of Supervisors ("LACBOS"). As set forth in the enclosed correspondence with Mr. Panik Nazarian of the LACBOS's Conflict of Interest Codes Division, Attachment J, ECA has "indeed tak[en] the correct steps in getting [ECA's] code adopted, and it's on [the LACBOS] that the process is taking this long. Unfortunately, being the County with the most charter schools/new agencies drags on this process much longer than it would elsewhere." The LACBOS again "sincerely apologize[d] for the extra-long wait time in getting ECA's code adopted" and projected that it would be February 2022 before ECA's code is approved by the LACBOS.

c. Notification that all website items listed above have been appropriately posted along with direct links to each item

**(i) School physical and mailing address**

Beginning on December 13, 2021 or when CDE allows, ECA's physical address will be 34736 Agua Dulce Canyon Road, Agua Dulce, California 91390. ECA's website will be updated to reflect the new address once ECA is permitted to occupy the facilities under the lease. ECA's mailing address is P.O. Box 803234, Santa Clarita, California 91380. ECA's mailing address is posted on ECA's website via direct link [here](#).

**(ii) Board approved policies**

ECA's board-approved policies are posted on ECA's website (www.eaglecollegiateacademy.org) at About Us > Board Policies and via direct link [here](#).



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**(iii) Annual calendar of board meetings**

ECA's annual calendar of board meetings is posted on ECA's website (www.eaglecollegiateacademy.org) at About Us > Board Meetings > 2021-22 Board Meeting Schedule and via direct link [here](#).

**(iv) Board meeting minutes (must be posted within 30 days)**

ECA's board meeting minutes, once approved by the ECA Board of Directors, are posted on ECA's website at About Us > Board Meetings and via direct link [here](#).

**(v) Current charter petition**

ECA's current charter petition, approved by the State Board of Education on July 8, 2020, is posted on ECA's website at About Us > Charter Petition and via direct link [here](#).

**(vi) Outreach and recruitment plan**

ECA's outreach and recruitment plan is posted on ECA's website at Admissions tab and via direct link [here](#).

**(vii) Lottery procedures**

ECA's admission and enrollment policies and procedures are posted on ECA's website at Admissions tab and via direct link [here](#).

**(viii) Application and enrollment forms for lunch program**

ECA's free and reduced-price meal application and enrollment forms are posted in both English and Spanish on ECA's website at Admissions > Free/Reduced Lunch Forms and Admissions > Free/Reduced Lunch Forms (Spanish) and via direct links [here](#) and [here](#).

**(ix) Conflict of interest policy**

ECA's conflict of interest policy is posted on ECA's website via direct link [here](#).

**(x) Student/parent handbook**

ECA's 2021-22 Parent-Scholar Handbook is posted on ECA's website at Scholar Life > Parent Scholar Handbook and via direct link [here](#).



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**(xi) Campus supervision policy**

ECA's campus supervision policies and procedures are posted on ECA's website at the Board Policies tab and via direct link [here](#). ECA is in the process of creating updated campus supervision policies now that it has secured facilities located at 34736 Agua Dulce Canyon Road and in preparation for ECA's anticipated opening date for student instruction.

**(xii) Discipline policy**

ECA's Behavior Matrix for Discipline is posted on ECA's website at About Us > Board Policies > Schoolwide > Discipline Policy and at Scholar Life > Behavior Matrix for Discipline. The policy is also posted via direct link [here](#) and [here](#).

**(xiii) Williams Act policy**

Pursuant to the ECA-SBE memorandum of understanding (revised July 2020), ECA has adopted a Williams Act policy (in addition to Uniform Complaint Procedures) that is posted on ECA's website at About Us > Board Policies > Schoolwide > Williams Act and is also posted via direct link [here](#).

**(xiv) Health/safety and emergency plans**

ECA's safety plan is posted on ECA's website at Board Policies and via direct link [here](#). The safety plan will be modified as necessary and related to ECA's new site at 34736 Agua Dulce Canyon Road.

**(xv) Bell schedule with teacher names and grade level assignment**

As ECA has been offering independent study instruction until it secured its site, there is a bell schedule posted on ECA's website at the [link](#). We are using the same bell schedule for in person instruction.

**(xvi) Local Control and Accountability Plan (LCAP)**

ECA's 2021-22 LCAP and related updates was approved by the ECA Board of Directors on December 3, 2021, and is posted on ECA's website.

**(xvii) Board-approved budget**

ECA's multi-year budget and cashflow statement for 2021-22, 2022-23, and 2023-24 was approved by the ECA Board of Directors on December 3, 2021, and is posted on ECA's website in the About Us section at this [link](#).



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ECA remains committed to serving all students and affirms past and continued compliance with all applicable CDE, SBE and legal requirements. ECA believes that the above response fully addresses the requested information in the Letter of Concern and requests the formal resolution of this Letter of Concern. If you have any further questions or need additional information regarding our responses, please contact ECA's Founder and Chief Executive Officer, Dr. Ogo Okoye-Johnson, at [ookoye-johnson@eaglecollegiateacademy.org](mailto:ookoye-johnson@eaglecollegiateacademy.org).

Sincerely,

*Ogo Okoye-Johnson*

Dr. Ogo Okoye-Johnson, Founder & CEO  
Eagle Collegiate Academy

Sincerely,

*Ken Higginbotham*

Ken Higginbotham, Board President  
Eagle Collegiate Academy

Enclosures

ECA Response to the CDE Letter  
of Concern Dated November 12, 2021,  
Including its Fiscal Corrective Action Plan  
and Independent Study Master Agreements

Eagle Collegiate Academy Multi-Year Projection Projection as of December 6, 2021				2021-22 Cash Flow:												
	2020-21	2021-22	2022-23	2023-24	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
					July	August	September	October	November	December	January	February	March	April	May	June
Enrollment K-8		53.39	240	313												
ADA K-8		51.78	228.00	297.35												
REVENUE:																
LCFF Revenue																
8011 State Aid		552,229	2,378,289	3,162,187				611,729								-59,500
8012 EPA		10,678	45,600	59,712				7,980								2,698
8096 In-Lieu of Property Tax																0
LCFF REVENUE		562,907	2,423,889	3,221,899	0	0	0	619,709	0	0	0	0	0	0	0	-56,802
Other State Revenue:																
8560 Lottery			55,957	74,437												
8591 ASES after school program			150,000	150,000												
8791 Special Ed - State AB602		30,697	140,760	187,246								6,139	6,139	6,139	6,139	6,139
8792 Special Ed - Level II		6,600	102,300	135,300								1,320	1,320	1,320	1,320	1,320
8520 State Nutrition (District)		4,208	31,500	41,081								842	842	842	842	842
8592 SB 740 Revenue		18,200	113,200	131,831												18,200
TOTAL OTHER STATE REVENUE	0	59,704	593,717	719,895	0	0	0	0	0	0	0	8,301	8,301	8,301	8,301	26,501
Federal:																
8291 Title I		22,008	98,838	131,479												22,008
8292 Title II		2,330	10,465	13,921												2,330
8293 Title III		3,366	15,116	20,109												3,366
8294 Title IV			10,000	10,000												
8295 PCSGP (Title IV part C)		400,000	200,000	100,000			24,472				75,528					300,000
8220 Federal Nutrition		37,868	166,730	0								7,574	7,574	7,574	7,574	7,574
8181 Special Ed - Federal		0	36,000	47,889												
TOTAL FEDERAL REVENUE	0	465,573	537,150	323,398	0	0	24,472	0	0	0	75,528	7,574	7,574	7,574	7,574	335,278
Grants & Donations:																
8635 CSGF																
8635 Miscellaneous Fundraising																
interest Income	0	60			1	1	0	23	20	10	5					
TOTAL GRANTS & DONATIONS	0	60	0	0	1	1	0	23	20	10	5	0	0	0	0	0
<b>TOTAL REVENUE</b>	<b>0</b>	<b>1,088,244</b>	<b>3,554,756</b>	<b>4,265,192</b>	<b>1</b>	<b>1</b>	<b>24,472</b>	<b>619,732</b>	<b>20</b>	<b>10</b>	<b>75,533</b>	<b>15,875</b>	<b>15,875</b>	<b>15,875</b>	<b>15,875</b>	<b>304,977</b>
EXPENDITURES:																
1000 Certificated Teacher Salaries		364,729	814,363	1,121,017	0	0	17,629	83,724	32,922	32,922	32,922	32,922	32,922	32,922	32,922	32,922
1300 Certificated Admin Salaries		120,000	123,000	211,075	5,000	15,000	0	20,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
2300 Classified Admin Salaries			236,150	299,198												
2100 Classified Teaching Assistants		113,370	27,675	55,683	0	2,846	1,301	23,387								85,836
<b>Total Salaries</b>	<b>0</b>	<b>598,099</b>	<b>1,201,188</b>	<b>1,886,972</b>	<b>5,000</b>	<b>17,846</b>	<b>18,930</b>	<b>127,111</b>	<b>42,922</b>	<b>42,922</b>	<b>42,922</b>	<b>42,922</b>	<b>42,922</b>	<b>42,922</b>	<b>42,922</b>	<b>128,758</b>
3100 STRS		64,605	169,663	241,109				7,439	7,291	7,305	7,305	7,417	7,417	7,194	7,417	5,821
3900 401k Matching																
3400 Health Insurance		54,000	151,200	237,312				-1,255	12,279	6,139	6,139	6,139	6,139	6,139	6,139	6,139
3300 Social Security & Medicare		24,756	33,774	46,464	383	1,365	1,429	9,645	1,161	1,360	1,455	1,690	1,690	1,372	1,690	1,516
3500 SUI/ETT		6,600	14,560	19,040	175	170	663	2,663			977	977	977			
3600 Workers Compensation		9,122	15,003	21,070		1,115			6,689	1,115	51	51	51	50		
<b>Total Taxes &amp; Benefits</b>	<b>0</b>	<b>159,083</b>	<b>384,200</b>	<b>564,994</b>	<b>558</b>	<b>2,650</b>	<b>2,092</b>	<b>18,492</b>	<b>27,419</b>	<b>15,920</b>	<b>15,927</b>	<b>16,274</b>	<b>16,274</b>	<b>14,755</b>	<b>15,246</b>	<b>13,476</b>
4702 Food Service/Meals		42,076	218,054	45,189							3,940	6,320	9,172	7,104	9,324	6,216
4102 Textbooks & Other Curriculum Materials		26,663	61,200	81,411				66		11,897	14,700					
Additional Materials purchased with Implementatio		300,000														300,000
4202 Library Books		500	500	500								500				
4302 Teaching, Classroom & Office Supplies	1	4,433	35,496	47,219	1	397	698	376	162	400	400	400	400	400	400	400
4306 PE Equipment		641	2,938	3,908							641					
4308 Janitorial Supplies		641	2,938	3,908							107	107	107	107	107	107
4402 Furniture, Fixtures & Equipment (non-c	2,413	20,870	75,800	53,950				2,835	10,735	1,300	6,000					
4404 Phone & Internet System		10,000	1,000	1,000							10,000					
4408 Student Intervention and Support Software		0	15,912	21,167												
4410 Software - Administrative & Accounting	180	748	748	748	35	35	35	83	70	70	70	70	70	70	70	70
4000 Total 4000 Series Books & Supplies	2,594	406,572	414,585	259,000	36	432	733	3,359	10,967	13,667	35,857	7,397	9,749	7,681	9,901	306,793
5102 Transportation - gas & repairs		7,500	33,717	43,972							1,250	1,250	1,250	1,250	1,250	1,250
5202 Travel & Conferences		500	510	520							83	83	83	83	83	83
5204 Meetings		1,000	1,200	1,224							167	167	167	167	167	167
5302 Fingerprinting & background Check		860	1,950	2,550	0	0	0	696		82	82					
5304 Dues & Memberships	190	4,625	16,000	20,570	4,000	125	0	0	500							
5306 Taxes & Licenses	15	600	600	600	0	600	0	0								
5402 General Liability Insurance		22,346	100,458	131,014	0	2,621	0	0	15,727	2,621	344	344	344	345		
5502 Utilities (electricity, heating, trash)		6,600	42,000	44,100							600	1,200	1,200	1,200	1,200	1,200
5602 Facility Rent	5,000	31,150	150,934	175,774	0	0	150	5,000	0	2,000	4,000	4,000	4,000	4,000	4,000	4,000
5604 Repair & Non-Capitalized Improvements		1,064	1,085	1,107			1,064									
5606 Copiers and Printers - lease		5,500	10,000	10,200							917	917	917	917	917	917
5802 Athletic Services (leagues)		0	1,500	1,530												
5804 Field Trips		1,068	4,896	6,513							178	178	178	178	178	178



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					Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
					July	August	September	October	November	December	January	February	March	April	May	June	
	2020-21	2021-22	2022-23	2023-24													
5806 Student Recruitment	125	24,116	24,116	24,598	7,027	125	1,404	11,200	800	1,840	1,720	0	0	0	0	0	
5808 Staff Recruitment		665	1,061	1,415	0	277	13	45		330							
5810 Professional Development		2,093	12,857	16,429		63			2,030								
5812 Board Development		2,395	2,000	2,040							399	399	399	399	399	399	
5814 Student Information System	385	1,266	1,291	1,317			583		683								
5816 Payroll Processing		2,421	7,293	9,728	0	375	158	0	341	200	207	214	221	228	235	242	
5818 Technology Consulting Support		2,000	2,500	2,550							333	333	333	333	333	333	
5820 Substitute Teachers		0	2,321	2,367													
5822 After School Program		0	150,000	150,000													
5824 SPED Services		10,000	266,121	323,289							1,667	1,667	1,667	1,667	1,667	1,667	
5825 Student Assessment - support services		3,436								3,436							
5826 Bank Charges	30	280	280	280	0	30	0	50	25	25	25	25	25	25	25	25	
5828 Audit & 990 Tax preparation		0	14,000	14,280													
5830 Website/Branding, Outreach		204	3,000	3,060				204									
5832 Financial Consulting (Back End Service	12,005	36,220	58,220	60,620					10,220	3,500	3,500	3,500	3,500	3,500	3,500	5,000	
5834 401k Admin Fees		0	2,000	2,040													
5836 Legal fees		30,786	31,401	32,029	0	786	0	5,000	5,000	5,000	5,000	5,000	5,000				
Miscellaneous		986						986									
5902 Telephone & Internet Service		30	7,344	9,769	0	0	15	15									
6900 Depreciation		393	787	787												393	
7299 Authorizer Oversight		5,629	24,239	32,219												5,629	
7438 Interest Expense		811	3,000	6,000					811								
<b>Total 5000, 6000, 7000 Expenses</b>	<b>17,751</b>	<b>206,545</b>	<b>978,681</b>	<b>1,134,492</b>	<b>11,027</b>	<b>5,003</b>	<b>3,387</b>	<b>23,196</b>	<b>36,136</b>	<b>19,034</b>	<b>20,472</b>	<b>19,277</b>	<b>19,284</b>	<b>14,292</b>	<b>13,954</b>	<b>21,483</b>	
<b>TOTAL EXPENSES</b>	<b>20,345</b>	<b>1,370,298</b>	<b>2,978,653</b>	<b>3,645,459</b>	<b>16,620</b>	<b>25,931</b>	<b>25,141</b>	<b>172,158</b>	<b>117,445</b>	<b>91,543</b>	<b>115,179</b>	<b>85,869</b>	<b>88,228</b>	<b>79,650</b>	<b>82,023</b>	<b>470,510</b>	
<b>NET SURPLUS (DEFICIT)</b>	<b>-20,345</b>	<b>-282,054</b>	<b>576,104</b>	<b>619,733</b>	<b>-16,620</b>	<b>-25,931</b>	<b>-669</b>	<b>447,574</b>	<b>-117,424</b>	<b>-91,533</b>	<b>-39,646</b>	<b>-69,995</b>	<b>-72,354</b>	<b>-63,775</b>	<b>-66,148</b>	<b>-165,533</b>	
<b>FUND BALANCE</b>	<b>-20,345</b>	<b>-302,398</b>	<b>273,705</b>	<b>893,438</b>	<b>-36,964</b>	<b>-62,895</b>	<b>-63,564</b>	<b>384,010</b>	<b>266,585</b>	<b>175,052</b>	<b>135,407</b>	<b>65,412</b>	<b>-6,942</b>	<b>-70,717</b>	<b>-136,865</b>	<b>-302,398</b>	
<b>Fund Balance as a % of Expenses</b>		<b>-22.07%</b>	<b>9.19%</b>	<b>24.51%</b>													
<b>CASH FLOW</b>																	
<b>NET SURPLUS (DEFICIT)</b>	<b>-20,345</b>	<b>-282,054</b>	<b>576,104</b>	<b>619,733</b>	<b>-16,620</b>	<b>-25,931</b>	<b>-669</b>	<b>447,574</b>	<b>-117,424</b>	<b>-91,533</b>	<b>-39,646</b>	<b>-69,995</b>	<b>-72,354</b>	<b>-63,775</b>	<b>-66,148</b>	<b>-165,533</b>	
Add Back Depreciation		393	787	787												393	
Lumen receipts (repayments)	37,442	-37,442				29,497			-66,939								
Loan from Okoye Johnson	200	-200								-200							
CDE Revolving Loan		100,000	-50,000	-50,000					100,000								
STRS Payable		0				1,025	1,329	9,576		-11,930							
Employee Payable		0						6,770	2,431	-6,770	-2,431						
Summer Holdback		32,264	-32,264					8,264	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	
Accrual of current year liabilities	12,105				235	-235											
Payment of prior year liabilities		-12,105						-12,005	-100								
Building Improvements	-7,650	-19,635			-2,800	-3,866	-920	-141,081	-11,549	140,581							
Net Cash Flow	21,752	-218,778	494,627	570,520	-19,185	490	-260	319,098	-90,581	33,147	-39,076	-66,995	-69,354	-60,775	-63,148	-162,140	
Beginning Cash	0	21,752	-197,026	297,601	21,752	2,568	3,058	2,798	321,896	231,315	264,462	225,386	158,391	89,037	28,262	-34,886	
<b>Ending Cash</b>	<b>21,752</b>	<b>-197,026</b>	<b>297,601</b>	<b>868,121</b>	<b>2,568</b>	<b>3,058</b>	<b>2,798</b>	<b>321,896</b>	<b>231,315</b>	<b>264,462</b>	<b>225,386</b>	<b>158,391</b>	<b>89,037</b>	<b>28,262</b>	<b>-34,886</b>	<b>-197,026</b>	



Eagle Collegiate Academy  
Governing Board of Directors Special Meeting Agenda

Friday, December 3, 2021

**Time:** 3:30 p.m. Open Session

**Location:** VIRTUAL Meeting via ZOOM - <https://tinyurl.com/2p8zb852>

The Eagle Collegiate Academy Board of Directors will meet pursuant to Government Code Section 54953(e) via the Zoom meeting platform.

Eagle Collegiate Academy will empower students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities. Each scholar is empowered 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.

Item	Description	Action
<b>I.</b>	<b>Preliminary Activities</b>	
A.	Call to Order	
B.	Roll Call	
	Amaka Donn	
	Jeffrey Forrest	
	Ken Higginbotham	
	Mark Young	
	Rita Zelaya	
C.	Pledge of Allegiance	
<b>II.</b>	<b>Public Comments on Non-Agenda Items</b> Individual comments are limited to 2 minutes.	
<b>III.</b>	<b>Action Items</b>	
A.	Approval of Board Findings Relating to Teleconference Meetings During State of Emergency  <b>Board findings pursuant to Government Code Section 54953(e)</b>  The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials	Vote



Eagle Collegiate Academy  
Governing Board of Directors Special Meeting Agenda

Item	Description	Action
	continue to impose or recommend measures to promote social distancing.	
B.	Revised multi-year budget and cash flow statements for the FY 2021–22, 2022–23, 2023–24 school years	Vote
C.	2021-22 Local Control and Accountability Plan (LCAP)	Vote
D.	Fiscal Corrective Action Plan (FCAP)	Vote
<b>IV.</b>	<b>Information Items</b>	
A.	Facility Update	
<b>V.</b>	<b>Board Member Comments</b>	
<b>VI.</b>	<b>Adjournment</b>	Vote

**Public comments Procedures:** Members of the public may address the Board on agenda or non-agenda items. Members of the public will be allowed to address non-agenda items when indicated on the agenda and specific agenda items when the item is addressed by the Board. Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Comments are limited to 2 minutes each so that as many people as possible may be heard. The Board will strive to limit the total agenda time for public comments to 15 minutes. By law, the Board is allowed to take action only on items on the agenda. The Board or staff may not get involved in discussions about an issue that is not on the agenda. A Board Member may ask a brief question for clarification, make a brief announcement, or provide a reference to staff or other sources for factual information. The Board may, at its discretion, refer a matter to staff or ask staff to place a topic on a future agenda.

**Note:** The Eagle Collegiate Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the office of the CEO of Eagle Collegiate Academy at (661) 347-6016 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132))

## Commercial Lease Agreement

This Lease is made this 6th day of December, 2021 by Eagle Collegiate Academy and between Agua Dulce Foursquare Church- Living Springs (hereinafter "Landlord") and Eagle Collegiate Academy (hereinafter "Tenant"). In consideration for the mutual promises and covenants contained herein, and for other good and valuable consideration, the parties hereby agree as follows:

1. The Landlord leases to the Tenant, and the Tenant rents from the Landlord the following described premises:  
The church's Sunday School classrooms in the front ministry center, the parking lot and the playground - unless agreed upon changes.
2. The school hours are from 7:30 am to 4:30 pm, Monday through Friday.
3. The term of the Lease shall be for 6 months commencing December 13, 2021 and ending June 30, 2022.
4. The Tenant shall pay to Landlord as rent \$4000 per month. Payment shall be due the first of the month. December rent will be prorated.
4. Tenant shall use and occupy the premises only as a school subject at all times to the approval of the Landlord.
5. The Tenant shall not make any alterations, additions or improvements to the premises without the prior written consent of the Landlord.
6. The Tenant shall be responsible for own utilities or amenities.
7. The Tenant shall add the Landlord as an additional insured under the Tenant's liability policy for the use of the premises specified in number 1 above; and shall provide satisfactory evidence thereof to the Landlord and shall continue same in force and effect throughout the Lease term hereof.
8. The Tenant shall not sublet or assign the premises nor allow any other person or business to use or occupy the premises without the prior written consent of the Landlord, which consent may not be unreasonably withheld.
9. At the end of the term of this Lease, the Tenant shall surrender and deliver up the premises in the same condition (subject to any additions, alterations or improvements, if any) as presently exists, reasonable wear and tear excluded.
10. Upon default in any term or condition of this Lease, the Landlord shall have the right to undertake any or all other remedies permitted by Law.
11. This lease can be amended by the Tenant or the Landlord with both parties agreement.

Signed this 6th day of December, 2021.

Ogo Okoye-Johnson

By: Dr. Ogo Okoye-Johnson

**Tenant**

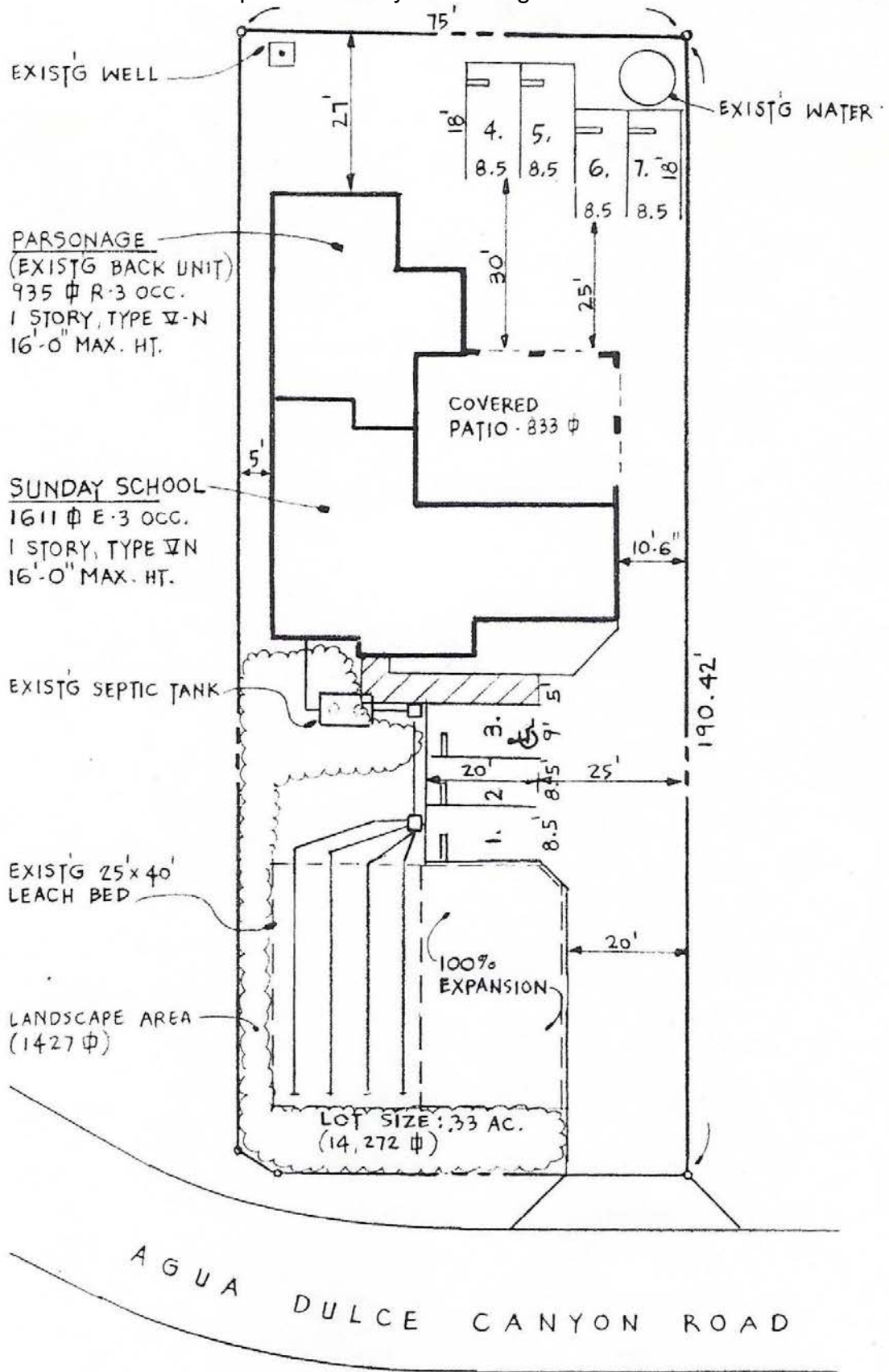
Eagle Collegiate Academy  
P. O. Box 803234  
Santa Clarita, CA 91380

Gene A. Stabe

By: Pastor Gene A. Stabe

**Landlord**

Agua Dulce Four Square Church -Living Springs  
34736 Agua Dulce Canyon Road  
Agua Dulce, CA 91390





Board Policy #16  
Adopted/Ratified: August 31, 2021

## **INDEPENDENT STUDY POLICY**

Eagle Collegiate Academy (the “Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Eagle Collegiate Academy Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
2. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s SST and RTI which considers ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.



Board Policy #16  
Adopted/Ratified: August 31, 2021

4. For students who participate in independent study for fifteen (15) or more days in a school year, the Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
  - a. Verification of current contact information for each enrolled pupil;
  - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
  - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
  - d. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
  
5. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
  - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: [Students will receive instruction virtually via Zoom and Google Classroom by their grade level teachers. Students also receive instruction in special areas such as Art, Physical Education and World Languages such as Spanish and Korean.
  - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: NA
  
6. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. Within 5 instructional days of notifying the school of the decision to return to in-person learning, parents can easily withdraw their children from the school and will be provided with all necessary records requested by the parents in order to ensure for a smooth transition to in-person learning.
  
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:



Board Policy #16  
Adopted/Ratified: August 31, 2021

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.





Board Policy #16  
Adopted/Ratified: August 31, 2021

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Chief Executive Officer shall establish regulations to implement these policies in accordance with the law.

Adopted/Ratified: August 31, 2021

# PRE-K



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1008	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    - 1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre-Kindergarten	State Standards



**7) Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize all federal and state resources to meet the needs of pupils who are not performing at grade level for any reason, including other areas such as English Language, pupils in foster care, or pupils who are experiencing homelessness, and/or pupils requiring mental health supports. The Charter School complies with the Individuals with Disabilities Education Act (IDEA) and is committed to meeting the needs of individualized with special needs, in order to be consistent with the pupil's individualized education program (IEP). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 104 of the Vocational Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an approved educational alternative in which no pupil may be required to participate. Instruction of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of regular instruction.

**9) Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		3/23/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1012	<b>Beginning Date:</b> September 8, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

- 1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**
  - a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
  - b. **Time:** [Varies ]
  - c. **Frequency:** [Varies]
  - d. **Place:** [Virtual and In-person]
  
1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
  
- 2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.
  
- 3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.
  
- 4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre-Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	





**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1014	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre-Kindergarten	State Standards



**Statement of Academic and Other Supports for Special Education**  
This statement is a written agreement between the School and the parent/guardian of a pupil with an IEP to address the needs of the pupil. The purpose of this statement is to ensure that the pupil is receiving appropriate educational services in the least restrictive environment. This statement applies to pupils in foster care or pupils who are in need of mental health support. The purpose of this statement is to ensure that the needs of individuals with exceptionalities are met. This statement is in place to ensure that the pupil's individualized education program (IEP) is implemented. This statement is in place to ensure that the pupil is receiving appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing a free appropriate public education to all eligible pupils.

**Voluntary Statement:** It is understood that independent study is an optional mode of instruction. No pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Section 489.15 or 489.17, instruction may be provided to the pupil in independent study only if the pupil is offered the alternative of classroom instruction.

**Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

	Signature	Date
Parent/Guardian (or pupil if under the age of 18)		10/5/21
Principal	NA	
Special Education Director	NA	
Assistant Superintendent	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1017	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre-Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent Guardian/Caregiver (if pupil is under the age of 18)	[Redacted]	10/3/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1055	<b>Beginning Date:</b> September 28, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources



must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all.

The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre-Kindergarten	State Standards






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- 7) **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.
- 8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- 9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		9/29/2021
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1018	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre-Kindergarten	State Standards



**7) Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**9) Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[REDACTED]	Oct-3
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1024	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b> Open
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> PK
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Pre Kindergarten	State Standards



**7) Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA,") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP,."). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**9) Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		9/29/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	

# KINDERGARTEN





Eagle Collegiate Academy  
Master Agreement for Independent Study

Student Name: [REDACTED]	Agreement Duration: Once facility is open
Student Number: 1028	Beginning Date: September 21 2021
DOB: [REDACTED]	End Date:
Address: [REDACTED]	Grade Level: K
[REDACTED]	
Phone: [REDACTED]	Program Placement:

1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



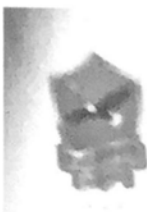
must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA,") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP,."). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		10-3-21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1040	<b>Beginning Date:</b> September 14, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[REDACTED]	9/29/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1039	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address :</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    - 1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards





7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		9/29/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



Eagle Collegiate Academy  
Master Agreement for Independent Study

Student Name:	[REDACTED]	Agreement Duration:	Once facility is open
Student Number:	1016	Beginning Date:	
DOB:	[REDACTED]	End Date:	
Address:	[REDACTED]	Grade Level:	K
Phone:	[REDACTED]	Program Placement:	

- 1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:
  - a. Manner of Reporting:  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
  - b. Time: [Varies ]
  - c. Frequency: [Varies]
  - d. Place: [Virtual and In-person]
  
1. Objectives: The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
  
- 2) Method of Study: Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.
  
- 3) Method of Evaluation: Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress Report Cards  Chapter/Unit Tests  Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.
  
- 4) Resources: The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards




7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RIT to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (IDEA) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program (I.E.P.). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with section 504 of the Federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		10/13/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1071	<b>Beginning Date:</b> October 21, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

- 1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**
  - a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
  - b. **Time:** [Varies ]
  - c. **Frequency:** [Varies]
  - d. **Place:** [Virtual and In-person]
  
1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
  
- 2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses  Other \_\_\_\_\_.
  
- 3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals  Other \_\_\_\_\_.
  
- 4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards

7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1019	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and





must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

<b>Courses</b>	<b>Credits or Other Measures of Academic Achievement</b>
Kindergarten	State Standards



**7) Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**9) Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		9/13/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1006	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[Redacted Signature]	9/29/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> [REDACTED]	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b> Open
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    3. Learning required concepts, as determined by the supervising teacher.
    4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA,”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP,“). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[REDACTED]	9/29/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	





**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> [REDACTED]	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b> Open
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> K
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    - 1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

<b>Courses</b>	<b>Credits or Other Measures of Academic Achievement</b>
Kindergarten	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA,”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP,“). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[Redacted]	9/29/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	

# FIRST GRADE



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1005	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> 1
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days,
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
First Grade	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil	[REDACTED]	10/3/21
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	

## SECOND GRADE





**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1003	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> 2
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    - 1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Second Grade	State Standards



7) **Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[REDACTED]	9-29-21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1015	<b>Beginning Date:</b>
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> 2
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

**1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests   Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources



must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all.

The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s Standards which considers ALL of the following indicators:
    - 1. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Second Grade	State Standards



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7) **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA,") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP,."). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[REDACTED]	10/5/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



Eagle Collegiate Academy  
Master Agreement for Independent Study

Student Name: [REDACTED]	Agreement Duration: Once facility is open
Student Number: 1070	Beginning Date: October 21, 2021
DOB: [REDACTED]	End Date:
Address: [REDACTED]	Grade Level: 2
Phone: [REDACTED]	Program Placement:

- 1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**
  - a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
  - b. **Time:** [Varies ]
  - c. **Frequency:** [Varies]
  - d. **Place:** [Virtual and In-person]
  
1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
  
- 2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_
  
- 3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_
  
- 4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Second Grade	State Standards





7) **Statement of Academic and Other Supports for Special**

**Populations:** The Charter School shall implement SS 1002.01(1)(a) to address the needs of pupils who are not performing at grade level in any subject, in other areas, such as English Learners, pupils in foster care, pupils who are experiencing homelessness, and/or pupils learning in rural areas. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of these students. The school needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that needs are identified, assessed, and provided in a free appropriate public education in a non-restrictive environment. The school complies with Section 201 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 201) to provide equal access to, and providing a free appropriate public education to students with disabilities.

b) **Voluntary Statement:** It is understood that independent study is an educational alternative in which no pupil may be required to participate. If a pupil who is referred or assigned to any self-paced class or program under the Education Code between 1891's or 1891's instructions may be required to participate through independent study only if the pupil is either: (a) a student with a disability in a function.

9) **Signatures and Dates**

*I have read and understand the terms of this agreement and agree to its terms and conditions.*

Title	Signature	Date
Pupil		
Parent/Guardian/Consentor (if pupil is under the age of 18)		
Supervisor/Teacher		
Other Person Who Has Direct Responsibility for Provision of Services to the Pupil		NA
Other Person Who Has Direct Responsibility for Provision of Services to the Pupil		NA
Other Person Who Has Direct Responsibility for Provision of Services to the Pupil		NA

## THIRD GRADE



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> [REDACTED]	<b>Beginning Date:</b> September 7, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> 3
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Third Grade	State Standards



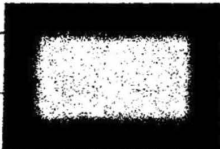
**7) Statement of Academic and Other Supports for Special Populations:**


The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**9) Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		08-23-2021
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	

<b>Title</b>	<b>Signature</b>	<b>Date</b>
<b>Pupil</b>		
<b>Parent/Guardian/Caregiver (if pupil is under the age of 18)</b>		09-23-2021
<b>Supervising Teacher</b>		
<b>Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:</b>	NA	
<b>Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:</b>	NA	
<b>Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:</b>	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name:</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1022	<b>Beginning Date:</b> September 16, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> 3
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Third Grade	State Standards





**7) Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**9) Signatures and Dates:**

*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		10/02/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	



**Eagle Collegiate Academy  
Master Agreement for Independent Study**

<b>Student Name</b> [REDACTED]	<b>Agreement Duration:</b> Once facility is open
<b>Student Number:</b> 1027	<b>Beginning Date:</b> September 16, 2021
<b>DOB:</b> [REDACTED]	<b>End Date:</b>
<b>Address:</b> [REDACTED]	<b>Grade Level:</b> 3
<b>Phone:</b> [REDACTED]	<b>Program Placement:</b>

1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:**  One-on-one in-person  Small group in person  
 One-on-one virtual  Small group virtual  E-mail  Fax.
- b. **Time:** [Varies ]
- c. **Frequency:** [Varies]
- d. **Place:** [Virtual and In-person]

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2) **Method of Study:** Specific methods of study will be designated on the Lesson Plans incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses   
Other \_\_\_\_\_.

3) **Method of Evaluation:** Specific methods of evaluation will be designated on the Lesson Plans incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  X Work Samples  Observations  Portfolios  State Standards Testing  Learning Journals  Presentations  Quizzes  Labs  Finals   
Other \_\_\_\_\_.

4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and



must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work such as chrome books, Google Classroom, worksheets and textbooks and workbooks.

**5) Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - i. When any pupil fails to complete 5 assignments during any period of 5 school days.
  - ii. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Standards which considers ALL of the following indicators:
    - 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - 3. Learning required concepts, as determined by the supervising teacher.
    - 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Courses	Credits or Other Measures of Academic Achievement
Third Grade	State Standards



**7) Statement of Academic and Other Supports for Special Populations:**

The Charter School shall utilize its SST and RTI to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

**8) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**9) Signatures and Dates:**

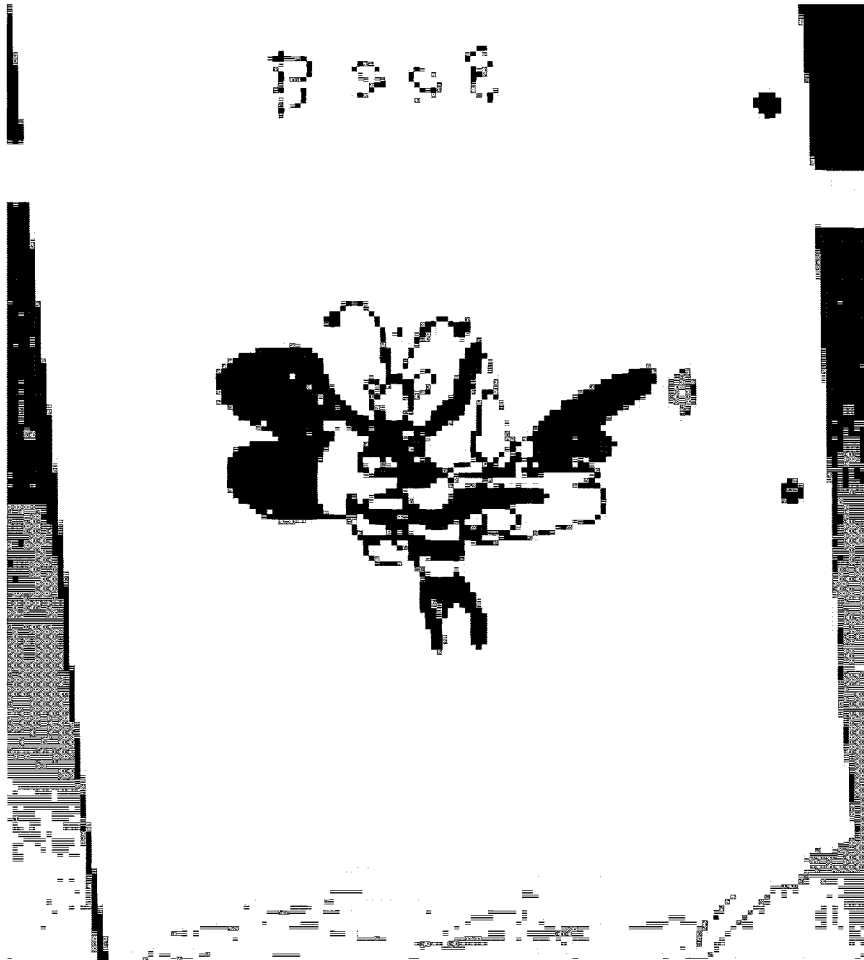
*I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)	[Redacted Signature]	10/1/21
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:	NA	

1.













Be Kind, Friendship



Diversity, Children

**Numbers and Operations in Base Ten Counting Base Ten Blocks 1.NBT.B.2**

Color in the base ten blocks to represent the number.



39

6

42

98

64



## I'm thankful

I'm thankful for school. I'm thankful for my dad and sister. I'm thankful for my family. I'm thankful for my auntie. I'm thankful for my mom. I'm thankful for Pablo. I'm thankful for Daniel. I'm thankful for Eva. I'm thankful for Ms. Alice Kennedy. I'm thankful for uncles and aunties. I'm thankful for sisters and brothers. I'm thankful for teachers, pe teacher, art teacher, all teachers etc. I'm thankful for my big sisters, and brothers. I'm thankful for my grandma. I'm thankful for Mr. Okeke. I'm thankful for me!

By:EJ

Name: \_\_\_\_\_

### Carnivores, Herbivores, and Omnivores

A **herbivore** is a consumer that eats only plants.

A **carnivore** is a consumer that eats only animals.

An **omnivore** is a consumer that eats both plants and animals.

Tell whether each animal is a carnivore, herbivore, or omnivore.

1. deer



herbivore

2. tiger



carnivore

3. rabbit



herbivore

4. bison



herbivore

5. grizzly bear



carnivore

6. wolf



carnivore

7. raccoon



omnivore

8. lion





carnivore

9. giraffe



herbivore

 **What's for Dinner?**   
(This is your rough draft.)

**Introduction:** This is where you will introduce your claim and reasons. Start with an anecdote (short story), question, quote, or interesting statement or fact.

~~Please don't eat me! Many people eat turkey on Thanksgiving, but as a turkey I am here to change that. I am here to tell why you shouldn't eat turkey on Thanksgiving. Chicken is better than turkey. Chicken is a better option for Thanksgiving dinner because chicken is healthier, more available at stores, and everybody loves chicken.~~

**Body Paragraphs:** Each body paragraph should highlight a reason you support your claim mentioned in your introduction, as well as provide a piece of evidence that supports that reason.

~~Chicken is a healthier choice for Thanksgiving. Turkeys carry diseases like avian pox or bird flu. Turkeys are generally healthier than chicken, but the breast of the chicken has more protein than that of the turkey. If people eat turkeys, the bacteria could spread to them because turkeys have their own excrement bacteria-filled buildings.~~

~~There is more chicken available to eat than turkey this year. This season, there is a small turkey shortage: unless you are going to buy a huge 25-pound turkey. If you want a smaller protein, the chicken will be easier to buy this year. The smaller turkeys are going to be harder to find.~~

~~My last reason is that more people enjoy eating chicken than turkey. In a survey, (51%) of people chose chicken as their favorite meat and (49%) chose turkey. People buy 7 times more chicken than turkey. Finally, chicken is much cheaper and easier to make.~~

### Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.

A **decomposer** is a living thing that gets energy by breaking down dead plants and animals. Fungi and bacteria are the most common decomposers.



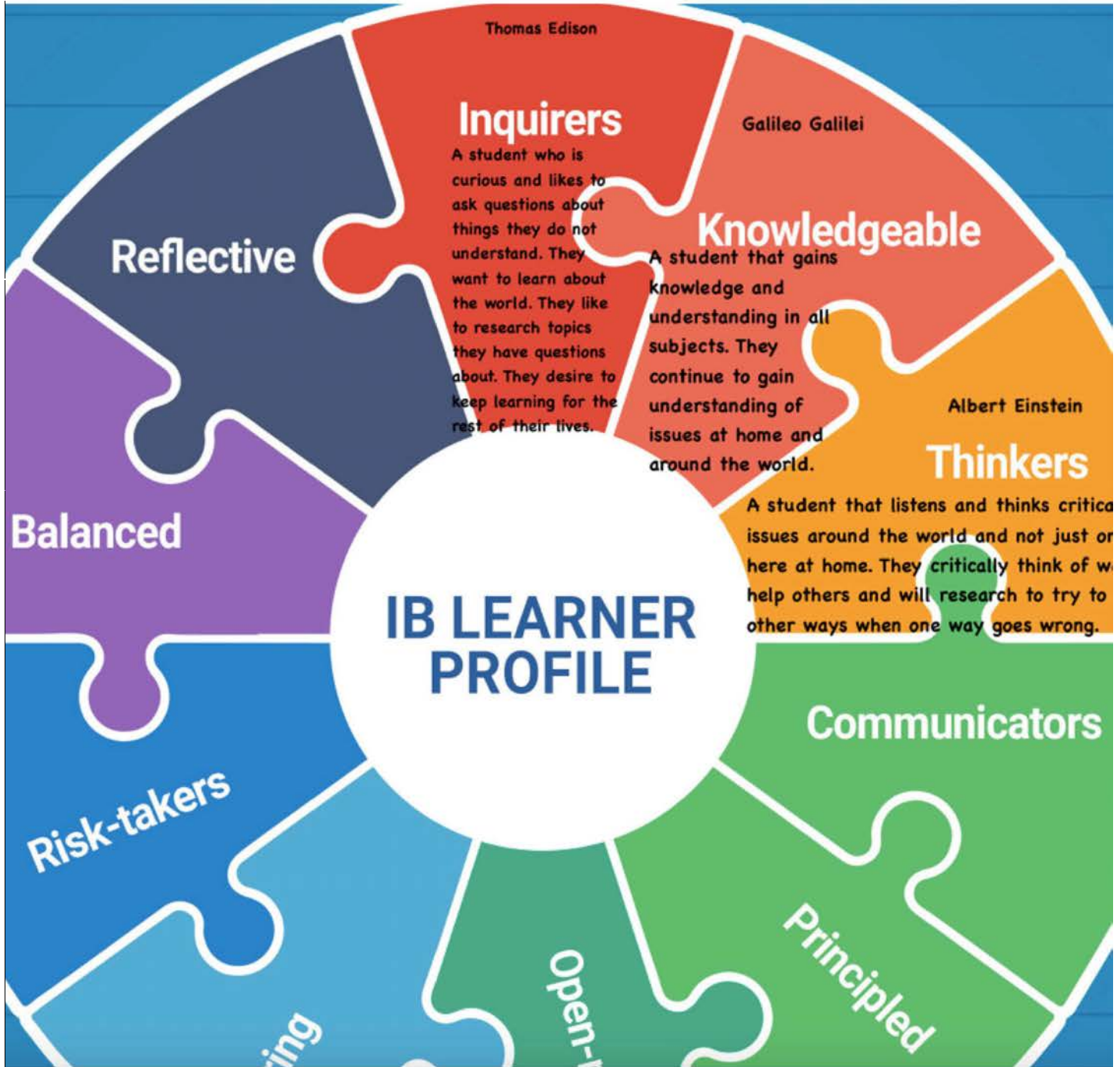
Tell whether each living thing below is a producer, consumer, or decomposer.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| a. apple tree - <u>producer</u> | b. hawk - <u>consumers</u>      |
| c. mushroom - <u>decomposer</u> | d. carrot - <u>producer</u>     |
| e. dragonfly - <u>consumer</u>  | f. bamboo - <u>producer</u>     |
| g. cougar - <u>consumer</u>     | h. bacteria - <u>decomposer</u> |

## CHARLOTTE'S WEB: VOCABULARY CHAPTER 8

- |  |   |
|--|---|
| 1. gaze<br>a long fixed look                                 | 1. chuckle<br>a soft partly suppressed laugh                              |
| 2. clever<br>mentally quick and resourceful                  | 2. lively<br>full of life and energy                                      |
| 3. vague<br>lacking clarity or distinctness                  | 3. imagination<br>the ability to form mental pictures of things or events |
| 4. ramble<br>move about aimlessly or without any destination |   |





## Grade 2 - Self Expression Assessment

Assessment based on SHAPE America's Grade Level Outcome S5.E3.2  
Identifies physical activities that provide self-expression.

 eaglecollegiate@gmail.com (not shared) [Switch account](#) 

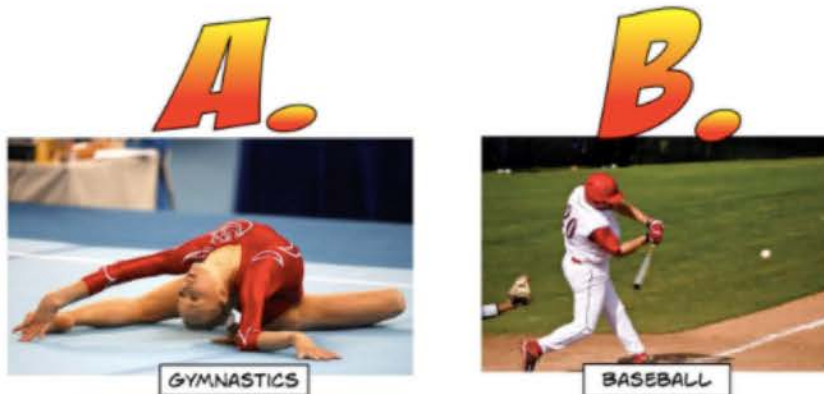
\* Required

Mrs. Kennedy's class

Select Your Name

Choose 

Question #1 Picture



## Benefits Of Exercise Assessment

Assessment based on SHAPE America's Grade Level Outcome S3.E4.3  
Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

 eaglecollegiate@gmail.com (not shared) [Switch account](#)



\* Required

Mrs. Coustell's Third Grade Class

Select Your Name

Choose 

Question #1: Why do we do warm-ups? \*

Your answer

What is the importance of a cool-down? \*

Your answer

**Grade 2 - Self Expression Assessment**  
Assessment based on 2019/20 Standards, Grade-level Standards 2.2.12.2  
Read the original questions and provide self-expression.

[logins@geopark@gmail.com](#) (Log out) [Share account](#)

Mr. Ramsey's class  
classroom name

Classroom

**Question #1 Picture**



**Question #1 Which activity above shows self-expression (creativity) in sport?**

A  
 B

**Question #2 Picture**



**Question #2 Which activity above shows self-expression (creativity) in sport?**

A  
 B

**Question #3 Picture**



**Question #3 Which activity above shows self-expression (creativity) in sport?**

A  
 B

**Question #4 Picture**



**Question #4 Which activity above shows self-expression (creativity) in sport?**

A  
 B

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**Why Chicken is Better Than Turkey!**


Please don't eat me! Many people eat turkey on Thanksgiving, but as a turkey I am here to change that. I am here to tell why you shouldn't eat turkey on Thanksgiving. Chicken is better than turkey. Chicken is a better option for Thanksgiving dinner because chicken is healthier, more available at stores, and everybody loves chicken.

Chicken is a healthier choice for Thanksgiving. Turkeys carry diseases like avian pox or bird flu. Turkeys are generally healthier than chicken, but the breast of the chicken has more protein than that of the turkey. If people eat turkeys, the bacteria could spread to them because turkeys have their own excrement bacteria-filled buildings.

There is more chicken available to eat than turkey this year. This season, there is a small turkey shortage; unless you are going to buy a huge 25-pound turkey. If you want a smaller protein, the chicken will be easier to buy this year. The smaller turkeys are going to be harder to find.

My last reason is that more people enjoy eating chicken than turkey. In a survey, (51%) of people chose chicken as their favorite meat and (49%) chose turkey. People buy 7 times more chicken than turkey. Finally, chicken is much cheaper and easier to make.

I hope you switch turkey with chicken every Thanksgiving now. Chickens are a much better option for dinner. Besides, I heard one of the chickens say they were hoping to be eaten by a human this year. I bet all chickens are willing to take on this responsibility.



Monday, 6, 2021

8:00-8:40 IB Thinking

Objective: The students will draw and write about what they want for Christmas.

Antic. Set: "What is the one thing you want the most for Christmas?"

Input: Today we are going to draw and write about the one thing that you want the most for Christmas.

Modeling: Model how to sound out some words.

Checking for understanding: Make sure that they understand that I want at least one word.

Guided Practice: Have them sound out some words.

Ind. Practice: Have them complete their journal write.

8:40-9:10 IB Research

Objective: The students will listen to "Learn to Read/Phonics for Kids/Writing made easy.

Antic. Set: Today we are going to watch a new video about reading, writing, and the alphabet.

Input: The video

Modeling: Model some of the things that were taught in the video.

Checking for understanding: Check to see if they are getting the alphabet sounds.

Guided Practice: Have them write the alphabet as they write.

Ind. Practice: Have them pick three letters that they know the sounds of and tell them to me.

10:20-10:50

Objective: The students will listen to the story, "Construction Sight on Christmas Night", write, "I like" and draw a pic. of their favorite part. They will also be able to recognize the title of a story.

Antic. Set: We are going to read a Christmas story. The tittle is "Con. . .

Input: Does anyone know what a title is? It's the name of the book. This title is Con. . .

Titles give use clues about what the book is going to be about. What does this title tell us about this story.

Modeling: Model how to read the story.

Checking for understanding: Ask them to tell me what the title of this story is.

Guided Practice: Help them to write "I like".

Ind. Practice: Have them draw pic. of their favorite part.

11:00-11:30 IB Thinking. Page 298-301

Objective: The students will be able to put a pic. story in order.

Antic. Set: Today we are going to do some work that helps you to read.

Input: When you read a story, it has an order to it. We are going to put these pictures in order. You wouldn't put your shoes on before you put your pants on, right? You wouldn't start pumping your legs before you got on your bike, right? Things happen in a certain order.

Checking for understanding: Tell me what order you do things in the morning.

Guided practice: Do the first part of each page with them. Have them do the second part of each page alone.

12:20-12:50 IB Thinking and Social Skills- Big book page 184

Objective: The students will learn the characteristics of a good friend. students will learn how to solve conflicts with their friends.

Input: Engage the students in a discussion about what qualities they want in their friends, what they like to do, and why it is important to have friends.

Modeling: Read, "Will I have a Friend?"

Checking for understanding: Ask questions throughout the book.

Guided practice: Help the students to write, "A good friend. . ." and answer it with their picture.

Ind. Practice: Have them draw a pic. about the rest of their sentence.

1:40-2:10

Write numbers to 30.

Objective: The students will learn the value of the number 18. Page162-163.

Antic. Set: Let's count up to 18. Today we are going to learn the value of the number 18.

Input: Let's count up to 18. Let me show you what 18 looks like using base ten blocks.

Modeling: Draw and explain base ten blocks.

Checking for understanding: See if they understand that in base ten, one block equals one number.

Guided Practice: Count with them on the top part.

Ind. Practice: Have them complete the rest of the page themselves.

Extension: Do number 19.

2:20-2:35

Finish math

Sing

Shape Search



## ELA Day 1 Week 12

### **IB/Alignment for PYP, Approaches to Learning (ATL) and Learner Profile:**

#### **ATL:**

Thinking skills, Communication skills

#### **Learner Profile:**

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways.  
We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Standards:**

##### **CCSS**

SL. K.2., W.K.3.

##### **ELD**

Section 2. Part 1. Exchanging Information and ideas: 1. Expanding and Bridging

Section 2. Part 1. Exchanging Information and ideas: 3. Emerging

Section 2. Part 1. Listening Actively: 5. Expanding

#### **Objective/s:**

- Discuss how Cesar Chavez was an effective communicator.
- Ask and answer a question about Cesar Chavez.
- Draw and label a picture of Cesar Chavez.

#### **Materials:**

[Cesar Chavez Read Aloud 1st grade Cesar Chavez Day](#)

Paper

Writing utensil

Markers/crayons

#### **Academic Vocabulary and Key Terms:**

Communicate/communicators

Fair

Respect

Strike

Protest

#### **Introduction:**

We will begin the lesson with a discussion about what it means to be a good communicator. I will give some relatable examples and ask the students to share their ideas about what they think it means to communicate.

#### **Direct Instruction, Guided Practice, and Independent Practice:**

1. I will introduce the video and explain to the students that we will be learning more about Cesar Chavez.
2. Read Aloud: [Cesar Chavez](#)
3. We will discuss the book.
4. I will ask the students to share their ideas about Cesar Chavez's work and him being a good (effective) communicator.
5. Students will draw and label a picture of Cesar Chavez helping farm workers.

#### **Reflection:**

To close the lesson, we will review what we discussed during the lesson, as well as the academic vocabulary and key terms.

#### **Assessment:**

Assessment will be based on students' participation and responses during our discussions. Their labeled drawings will serve as exit tickets.

## ELA Day 2, 3, 4, 5 Week 12

### **IB/Alignment for PYP, Approaches to Learning (ATL) and Learner Profile:**

#### **ATL:**

Thinking skills, Communication skills

#### **Learner Profile:**

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways.  
We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Standards:**

##### **CCSS**

RL. K 1, RL. K 4, RL. K 7, RF. 1. C, RF. 2. d, RF. 3. C, W. K 1., 2.

##### **ELD**

Section 2. Part 1. Exchanging Information and ideas: 1. Expanding and Bridging

Section 2. Part 1. Exchanging Information and ideas: 3. Emerging

Section 2. Part 1. Listening Actively: 5. Expanding

#### **Objective/s:**

- Practice letter -sound recognition of beginning and ending letters Mm and Tt.
- Discuss vocabulary words and key terms in texts.
- Identify objects and images that begin with letter sounds Mm and Tt.
- Read along with decodable text: I am.
- Practice reading/identifying high frequency words: *I, am, the.*

#### **Materials:**

- My View Literacy Unit 1 materials including: A Trip to the Mountains, and Mission Accomplished.
- See it Say it Sign it phonics sing along:  
<https://www.youtube.com/watch?v=WP1bVh1ZQM>
- Dr. Alphardy: <https://www.youtube.com/watch?v=MTeUONxZYAs>
- Sight words sing along video: <https://www.youtube.com/watch?v=wgrtvyyu1fOY>
- CVC words activity video: <https://www.youtube.com/watch?v=ii18uH36ySU>
- Pete the Cat [https://www.youtube.com/watch?v=plwv\\_FY--nw](https://www.youtube.com/watch?v=plwv_FY--nw)
- Writing utensils
- Crayons/markers
- Paper
- Whiteboard

#### **Academic Vocabulary and Key Terms:**

Consonant

Vowel

Mountains

Trip

Mission

Rainforest

I, am, the,

#### **Introduction:**

I will begin by introducing each day's lesson objective, activities, and materials. We will preview/review academic vocabulary and key terms. I will begin each lesson with a question relevant to the learning objective and topic/content of the lesson to be briefly discussed.

**Direct Instruction, Guided practice, and Independent Practice:**

Day 2:

- Review of letter sounds, <https://www.youtube.com/watch?v=WP1bIVh1ZQM>
- We will begin with the letter Mm beginning and ending sound words. I will model how to make and identify the letter sound, and provide examples words that begin and end with the letter Mm. I will write these words down on the whiteboard and draw a picture of them for visual support and read each word.
- Read aloud: A Trip to the Mountains. We will discuss the book and the vocabulary words in the book.
- Each student will be asked to provide an example of a word that start with the Mm sound. I will write these words on the whiteboard. Students will then complete the letter sound Mm matching activity, with my guidance.
- CVC Words practice, <https://www.youtube.com/watch?v=ii18uH36ySU>

Day 3:

- Review of letter sounds, <https://www.youtube.com/watch?v=MTeUONxZYAs>
- I will review the beginning and ending letter Mm sound, including modeling and examples.
- Read aloud: Mission Accomplished. We will discuss the book and the vocabulary words in the book. Students will share their ideas about the story.
- As a group, students will brainstorm words that begin and end with the Mm sound and share ideas. Students will draw and label a picture of two things, one that begins with the letter Mm and one that ends with the letter Mm.
- We will practice the high frequency words *I, am, and the*.
- Sight words, <https://www.youtube.com/watch?v=wgrtvyu1fOY>

Day 4:

- Review of letter sounds, <https://www.youtube.com/watch?v=WP1bIVh1ZQM>
- I will introduce students to the Ti sound as the beginning of a word, as in tiger. I will model how to make and identify this sound and provide examples words that begin and end with Ti. I will write these words down on the whiteboard and draw a picture of them for visual support and read each word. We will also discuss words that end with the final t sound like in hot. Again, I will provide examples.
- Students will look at images of objects as well as objects I show them and decide if they begin or end with either of these sounds. Then, I will ask the students to think of words that begin and end with these sounds and I will write them on the whiteboard. We will read them together.
- Students will draw and label a picture of a tiger.

Day 5:

- CVC Words practice, <https://www.youtube.com/watch?v=ii18uH36ySU>
- Review rhyming CVC words as a group, I will model practicing onset and rime and students will take turns practicing.
- Students will read along with the decodable text I am.
- We will practice the high frequency words *I, am, and the*.
- High frequency words quiz, *I, am, and the* bonus word *be*
- Read aloud: Pete the Cat, I Love My White Shoes  
[https://www.youtube.com/watch?v=plwv\\_FY--nw](https://www.youtube.com/watch?v=plwv_FY--nw)

## **Math Day 1, 2, 3, 4, and 5 Week 12**

### **IB/Alignment for PYP, Approaches to Learning (ATL) and Learner Profile:**

#### **ATL:**

Thinking skills, Communication skills

#### **Learner Profile:**

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways.  
We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Standards:**

##### **CCSS**

K. OA 1., 2., K. G 1., 2, 3, 4

##### **ELD**

Section 2. Part 1. Exchanging Information and ideas: 1. Expanding and Bridging

Section 2. Part 1. Exchanging Information and ideas: 3. Emerging

Section 2. Part 1. Listening Actively: 5. Expanding

#### **Objective/s:**

- Describe and draw circles, squares, triangles, and rectangles.
- Provide examples of things/objects that are circular, square, triangular, and rectangular in shape.
- Identify shapes of different sizes and orientations.
- Explain the difference between two- dimensional and three-dimensional shapes.

#### **Materials:**

- Investigations 3 Common Core materials including, describing shapes.
- Shape Up <https://www.youtube.com/watch?v=QaF84YHNQNq>
- Name the Shape Game <https://www.youtube.com/watch?v=svrkthG2950>
- Add Count Together <https://www.youtube.com/watch?v=UM-TSRPBaN0>
- Move and Add <https://www.youtube.com/watch?v=uONIJ5TQ2DA>
- Paper
- Whiteboard
- Writing utensil
- Crayons/markers

#### **Academic Vocabulary and Key Terms:**

Circle

Square

Triangle

Rectangle

Sides

Vertices

Two-dimensional

Three-dimensional

Addition

Sum

Equals

Plus

#### **Introduction:**

I will share the lessons' objectives, activities, and vocabulary with the students. To engage the students, I will ask them all to pick up an object that has a circle, square or rectangular shape. Students will present their objects and describe the shape in their own words.

**Direct Instruction, Guided Practice, and Independent Practice:**

**Day 1:**

- I will draw a circle on the whiteboard and describe it without saying the word circle. Students will name the shape. Students will draw their own circles of different sizes and colors.
- Investigations 3 Common Core: Making and describing shapes
- We will discuss circles and students will describe how to make a circle in their own words.
- Review with: Shape up <https://www.youtube.com/watch?v=QaF84YHNQNq>
- Addition within 1-10 review, guided and independent practice.

**Day 2:**

- I will draw a square on the whiteboard and describe the attributes of a square. Students will practice drawing squares of different sizes and colors.
- Investigations 3 Common Core: Making and describing shapes
- We will discuss the attributes of a square and compare squares to circles. Students will describe what a square is, and the attributes of a square their own words.
- Addition within 1-10 using groups of objects, guided practice, and independent practice.
- Review with: Add Count Together <https://www.youtube.com/watch?v=UM-TSRPBaN0>

**Day 3:**

- I will draw a triangle on the whiteboard and describe the attributes of a triangle. Students will practice drawing triangles of different sizes and colors.
- Investigations 3 Common Core: Making and describing shapes
- We will discuss the attributes of a triangle and compare triangles to squares and circles. Students will describe what a triangle is, and the attributes of a triangle in their own words.
- Addition within 1-10 using groups of objects, guided practice, and independent practice.
- Review with: Name the Shape Game <https://www.youtube.com/watch?v=svrkthG2950>

**Day 4:**

- I will draw a rectangle on the whiteboard and describe the attributes of a rectangle. Students will practice drawing rectangles of different sizes and colors.
- Investigations 3 Common Core: Making and describing shapes
- We will discuss the attributes of a rectangle and compare rectangles to triangles to squares and circles. Students will describe what a triangle is, and the attributes of a triangle in their own words.
- Addition equations within 1-10, guided practice, and independent practice.
- Review with: Add Count Together <https://www.youtube.com/watch?v=UM-TSRPBaN0>

**Day 5:**

- Identifying shapes and describing their attributes group review
- Shape Up <https://www.youtube.com/watch?v=QaF84YHNQNq>
- Shapes quiz: circles, squares, triangles, and rectangles
- Review addition within 1-10.
- Move and Add <https://www.youtube.com/watch?v=uONIJ5TQ2DA>
- Addition within 1-10 quiz: adding groups of objects and equations

**Reflection:**

We will discuss the concepts, content, and vocabulary covered throughout the week, including shapes and addition.

**Assessment:**

I will document the student's comprehension and participation using a checklist for the shapes lessons and activities, as well as the addition lessons and activities. Also, the quizzes will serve as exit tickets.

**Science 1, 2, 3, and 4 Week 12**

**IB/Alignment for PYP, Approaches to Learning (ATL) and Learner Profile:**

**ATL:**

Thinking skills, Communication skills

**Learner Profile:**

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways.  
We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Standards:**

**NGSS**

ESS3:A: Natural Resources

LS1:C: Organization for Matter and Energy Flow in Organisms

**CCSS**

W. K 1., SL. K 1. a., b.

**ELD**

Section 2. Part 1. Exchanging Information and ideas: 1. Expanding and Bridging

Section 2. Part 1. Exchanging Information and ideas: 3. Emerging

Section 2. Part 1. Listening Actively: 5. Expanding

Section 2. Part 1. Presenting: 9. Emerging

**Objective/s:**

- Explore and investigate the relationship between bees and flowers through, observation, asking questions, and discussion
- Describe the needs of these plants and animals and their effect on their habitat
- Identify non-living and living things
- Draw a picture of the interaction between the bees and California Poppy

**Materials:**

- California Inspire Science Unit 1 Living Things materials including: Discover the phenomenon, Poppies and bee's discussion activity, park ranger videos, drawing activity, read alouds etc.
- Paper
- Writing utensil
- Crayons/markers

**Academic Vocabulary and Key Terms:**

Investigate

Relationship

California Poppies

Bees

Pollen

Habitat

Non-living and living

Iguana

**Introduction:**

I will begin by asking the students to share what they already know about bees and flowers. I will let them know that we will be investigating plants and animals, like bees and flower even further and learning about how people, like park rangers help keep natural habitats safe for plants and animals including humans.

**Direct Instruction, Guided Practice, and Independent Practice:**

**Day 1:**

- Vocabulary plants and animals word wall
- California Inspire Science: Discover the phenomenon: plants and animals. Group discussion about jobs with living or non-living things.
- Park Ranger video and discussion

Day 2:

- Class generated list of living and non-living things
- Module wrap-up drawing activity Poppies and bees
- Discussion: students will explain their learning and review vocabulary.

Day 3:

- Read aloud: Iggy Iguana
- Discussion about the book, student's learning, and review of concepts covered thus far in this learning segment

Day 4:

- Review of living and non-living things, Poppies and bees, and vocabulary in context
- Read Aloud: Growing Up Plant & Animal and discussion
- Students will individually draw a picture of a living and a non-living thing and present their work to the class.

**Reflection:**

Students will share what they have learned this week about living and non-living things, and Poppies and bees. We will review the vocabulary by students offering definitions in their words of the vocabulary words. Students will share what they found the most interesting.

**Assessment:**

I will assess students based on their comprehension of the concepts we have explored throughout the learning segment by documenting their responses and contributions during discussions and Q & A. Their drawings will also be evaluated and used as exit tickets.



### **Social Studies Day 2, 3, 4, and 5 Week 12**

#### **IB/Alignment for PYP, Approaches to Learning (ATL) and Learner Profile:**

##### **ATL:**

Thinking skills, Communication skills

##### **Learner Profile:**

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways.  
We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

##### **Standards:**

##### **HSSCS**

K. 4 1., 2., 3.

##### **CCSS**

W. K 1., SL. K 1. a., b.

##### **ELD**

Section 2. Part 1. Exchanging Information and ideas: 1. Expanding and Bridging

Section 2. Part 1. Exchanging Information and ideas: 3. Emerging

Section 2. Part 1. Listening Actively: 5. Expanding

Section 2. Part 1. Presenting: 9. Emerging

##### **Objectives:**

- Describe where we live
- Name places and people found at school and in the neighborhood
- Identify the state of California on a map of the United States.
- Describe ways people move from place to place

##### **Materials:**

- Impact Social Studies: Learning and Working Together, Chapter 2 Our World
- Paper
- Writing utensil
- Crayons/markers

##### **Academic Vocabulary and Key Terms:**

Neighborhood

Community

Maps

Symbols

Traffic signs

Boat

Motor

Sail

##### **Introduction:**

I will introduce this week's lessons and activities to the students. We will preview/review the vocabulary words. I will ask the students to share their prior knowledge of the concepts and topics.

##### **Direct Instruction, Guided Practice, and Independent Practice:**

##### **Day 2:**

- I will share with the students the essential questions: Where do we live, and what makes where we live special? I will explain to them what an essential question is.
- Impact Social Studies: Investigate; Where in the world do you live? Discussion activity

- Students will draw a map outline of the United States and color in California. They will label this drawing, California. Students will present their work to the class and provide an explanation of what they drew.

Day 3:

- We will review the prior day's lesson. Students will explain what they are learning.
- Impact Social Studies: Analyze the source; Neighborhood map activity
- Making Connections: Word Play; map matching activity as a group.
- We will discuss the day's activities and review the vocabulary.

Day 4:

- I will begin by showing the students a picture of a stop sign and ask them if they can tell me what it is and what it means. I will introduce this day's activities.
- Impact Social Studies: Analyze the Source; What do symbols tell us?
- We will discuss the activity.
- Students will draw and label a picture of two common symbols e.g., traffic lights, and stop signs.

Day 5:


- We will begin with a discussion about different ways people get from place to place. Students will participate by offering examples of various modes of transportation used in communities as well as for traveling far distances.
- Impact Explorer Magazine: What Makes These Boats Go?
- We will discuss the article, and students will draw a picture of one of the boats in the article (their choice).

**Reflection:**

We will close the learning segment with a discussion about what the students have learned and found most interesting, and with what they can relate/connect. We will also review the concepts and vocabulary.

**Assessment:**

I will assess the student's comprehension of concepts and understanding of topics based on their responses and contributions during discussions and activities. I will document my evaluations and the student's participation using a checklist. The student's drawing will also be used as exit tickets.

	<b>Lesson/Unit Title:</b> Pattern, Still Life, Scarecrow, House, Pre-Writing Shapes, IB Alignment /ATL	<b>Teacher:</b> Ms. CHIZ
<b>Timeline:</b> 29 November – 3 December		<b>Grade Level:</b> Pre-K - K

<b>Standards:</b>	<ul style="list-style-type: none"> <li>• Share and talk about personal artwork</li> <li>• Interpret art by identifying subject matter and describing relevant details</li> <li>• Distinguish between images and real objects</li> <li>• Describe what an image represents</li> <li>• Explore the world using descriptive and expressive words and artmaking</li> </ul>
<b>International Baccalaureate Alignment/Approaches to Learning:</b>	<ul style="list-style-type: none"> <li>• Communication <ul style="list-style-type: none"> <li>○ Interaction</li> </ul> </li> <li>• Self-Management <ul style="list-style-type: none"> <li>○ Affective Skills</li> <li>○ Organisation Skills</li> <li>○ Reflection</li> </ul> </li> <li>• Thinking <ul style="list-style-type: none"> <li>○ Creative Thinking</li> <li>○ Transfer</li> </ul> </li> </ul>
<b>Materials/Resources Needed:</b>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Crayons</li> <li>• Markers</li> </ul>
<b>Visuals:</b>	<ul style="list-style-type: none"> <li>• Elements of Art cover page</li> <li>• Pear</li> <li>• Secondary Colour Birds</li> <li>• Bear</li> <li>• Among Us</li> <li>• Marc Chagall</li> </ul>
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What features do artists use to make art?</li> <li>• What is a Still Life?</li> <li>• How do we use line and shape to create a pear?</li> <li>• How do we create form?</li> <li>• What is a horizon line?</li> <li>• How do we draw birds using line &amp; simple shapes?</li> <li>• How do we draw to show various poses, perspectives, &amp; angles?</li> <li>• Which colours are mixed to get which secondary colours?</li> <li>• How do we draw a bear using only the circle shape?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do we use line and highlight to depict a video game character?</li> <li>• Who is Marc Chagall?</li> <li>• How do we draw a picture with dual perspectives?</li> <li>• How do we create a scene reminiscent of the work of Marc Chagall?</li> </ul>
<b>Vocabulary</b>	Elements of Art, Form, Shape, Perspective, Rotate, Still Life, Horizon Line, Secondary Colours, Colour Mixing, Marc Chagall, Naïve Art, Expressionism, Cubism, Circle, Highlight
<b>Connections to Students/Previous Lessons/Knowledge:</b>	<ul style="list-style-type: none"> <li>• Review Elements of Art, Lines, Shapes, Following directions, Still Life, Cubism</li> </ul>
<b>Day 1:</b> Objective:	Students can: <ul style="list-style-type: none"> <li>• follow directions</li> <li>• use line and shape to draw a pear</li> <li>• create form using colour and shading</li> </ul>
<b>Day 2:</b> Objective:	Students can: <ul style="list-style-type: none"> <li>• follow directions</li> <li>• Identify and use pattern by repeating a single shape, line, form, or color.</li> <li>• Colour caterpillar with analogous colours</li> </ul>
<b>Day 3:</b> Objective	Students can: <ul style="list-style-type: none"> <li>• follow directions</li> <li>• identify and create directional lines</li> <li>• identify and create various shapes</li> </ul>
<b>Day 4:</b> Objective	Students can: <ul style="list-style-type: none"> <li>• follow directions</li> <li>• use line and shape to draw house</li> </ul>
<b>Day 5:</b> Objective	Students can: <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Describe what a still life is</li> <li>• Draw a pear using line and shape</li> </ul>

BrE throughout

<b><u>Teacher: Jacques Ritter</u></b>	<b><u>Unit Title: Week of 11/29-12/3</u></b>
<b><u>Grade Level: PK/K</u></b>	<b><u>Lesson Title: Gonoodle Activities</u></b>
<b><u>Objectives (Write 2-5 objectives stating expected learner outcomes.):</u></b>  <b>Psychomotor:</b> Performs jumping and landing actions with balance. (S1.E3.K)  <b>Cognitive:</b> Identifies active play opportunities outside physical education class. (S3.E1.K)  <b>Affective:</b> Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)  <b>Thinking skills:</b> During various indoor recess videos students will make decisions in activities based on prior knowledge to determine the exercises they will do.  <b>Research skills:</b> At the end of the week students will figure out where they can use the skills learned in class and take it outside of the classroom.  <b>Communication skills:</b> Students understand when the teacher is talking, they should be quiet and raise their hand if they want a turn to speak.  <b>Self-management skills:</b> During all activities the students will work at the pace they feel the most comfortable, so they challenge themselves enough and do not overexert themselves.  <b>Social skills:</b> Students discuss physical activities they did over thanksgiving break with the teacher.	
<b><u>Materials/Resources Needed:</u></b> Computer  Proper attire for exercise  Open Space	
<b><u>Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day.):</u></b>  We will be starting a new series of videos this week, so I hope you are excited	

Take the movements slow, make sure you are doing them with the correct form

Pay attention and listen carefully to the videos and how the movements are performed

Remember when I am talking no one else should be talking

We need to continue to be good listeners for the activities planned

We need to give our best effort and remain focused

**Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):**

By the end of the lesson students will:

- Perform at least one new exercise/movement with proper form
- Follow directions
- Answer questions from the teacher
- Follow the rules of the classroom
- Understand there is a time to play and a time to stop
- Perform activities at a pace you feel comfortable

**Model (If you will be demonstrating the skill or competence, how will this be done?):**

**Monday:**

Gonoodle.com/videos:

Get Energized

Squatchy Workout video

Indoor Recess video 1

Whale breathing Cool-down

**Tuesday:**

Gonoodle.com/videos:

Release your warrior

Squatchy Workout video

Indoor Recess video 2

Rainbow Breath

**Wednesday:**

Student choice video (new) or googleform quiz

**Thursday:**

Gonoodle.com/videos:

Strengthen your Focus

Squatchy Workout video

Indoor Recess video 3

Get back on track video

**Friday:**

Gonoodle.com/videos:

Own your power video

Squatchy Workout video

Indoor recess video 4

Bear Breath

**Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):**

What did you do this weekend?

Why do we warmup?

Why is exercise important?

Show me how to perform this\* movement?

Why do we cool-down?

Tell me an activity you think is challenging and why?

**Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice.):**

Students will follow the video instructions as well as my demonstrations and instructions.

**Closure (What method of review and evaluation will be used to complete the lesson?):**

Breathing cool-down

How do you feel after today's PE lesson?

Did you follow all the rules, work your hardest, and have fun?

Tell me something new you learned

Great work today, thank you for your attention and hard work.

**Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.):**

What physical activities did you do over the weekend?

Every day after school try to find time to do some of the physical activities we do on your own.



## Lesson Plans

Week of 12/6/2021

### Summary

1. Subject(s): ELA, Math, Science/S.S.
2. Grade/Level: 1st & 2nd
3. Objective: ELA; Spelling: Long I pattern, Reading: Non-Fiction, Math: Adding, Social Studies: Citizenship & US Government, Science
4. A 1st grade ELL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
5. A 2nd grade ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
6. IB PYP Learner Profile; Open-Minded
7. SEL; Acts of Kindness everyday in December

## Implementation

### Learning Context

Reading Nonfiction Informational text- 1.1 through 1.10

Writing 1.3 & 2.3

### Procedure

- a. Anticipatory Set Read about Gandhi
- b. Direct Instruction, Guided Practice, Discuss Central message and lessons.
- c. Check for Understanding, Ask and answer questions about important details.
- d. Independent Practice, Students explain how people, events and ideas are connected.
- e. Closing, I can read and understand 1st and 2nd grade nonfiction books.

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## Differentiated Instruction

- 1st graders write two sentences and 2nd graders write a paragraph. 1st grade gets sentence starters and 2nd grade writes their own ideas independently.

## Materials & Resources

- Instructional Materials: Books, pencils, and composition books.
- Resources: Links in Google classroom

## Implementation

### Learning Context

Adding using place value chart

Numbers & Operations in Base Ten Blocks 1.1a.b, 1.2a.b.c, 1.4 & 2.1 a.b., 2.2, 2.3, 2.4, 2.5, 2.9

### Procedure

- Anticipatory Set; Introduce the Hundreds chart 1st grade ones and tens and 2nd grade ones, hundreds, and ones
- ;Direct Instruction, Determine how many bars and blocks are needed to represent the 2 digit numbers and 3 digit numbers. Also greater, equal to, and less than.
- Guided Practice, write 2 and 3 digit numbers in standard form.
- Check for Understanding, write 2 and 3 digit numbers in expanded form.
- Independent Practice, circle the buttons to represent the 2 and 3 digit numbers using groups of hundreds, tens, and ones.
- Closing, Students explain groups of 10s in the ones is 1 ten is 10 and 10 10s is 100 and 100 10s is 1000

Operations and Algebraic Thinking 2.1, 2.3, 2.4

## Procedure

- Anticipatory Set; Using addition and subtraction to solve one and two step word problems
- Direct Instruction, Adding and subtracting fluently within 20.
- Guided Practice, determine odds or evens.
- Check for Understanding, Use arrays to determine total number of objects
- Independent Practice, Write an equation using an array and skip counting
- Closing, Students explain Work with equal groups of objects to gain foundations for multiplication.

## Differentiated Instruction

- Introduce the Hundreds chart 1st grade ones and tens and 2nd grade ones, hundreds, and ones.
- Introduce the Hundreds chart 1st grade adds ones and tens and 2nd grade adds ones, hundreds, and ones

## Materials & Resources

- Instructional Materials: Base ten slideshow with moving bars and blocks. Slideshow with word problems.
- Resources: Links in Google classroom

## Implementation

### Learning Context

Social studies: 1.1 & 2.3

### Procedure

- Anticipatory Set: Ask students using KWL chart what they know about citizenship in the USA and what they want to learn
- Direct Instruction, Create a foldable of the branches of government
- Guided Practice, Watch a video about being a USA citizen.

- Check for Understanding, Ask and answer questions
- Independent Practice, Have the students describe what it means to be a citizen of the USA and the World
- Closing, Students discuss the L from the KWL chart, what they learned

## Materials & Resources

- Instructional Materials: maps, globes, and videos
- Resources: Links in Google classroom


### Science

#### Procedure

- Anticipatory Set watch videos of plants and animals that live together in different ecosystems
- Direct Instruction, label parts of a plant and what it needs from its environment to survive
- Guided Practice, discuss how plants and animals survive in their environment
- Check for Understanding, Ask what plants do to survive and how animals depend on plants
- Independent Practice, research animals of their choice
- Closing, Students explain how plants and animals survive in their environment

## Materials & Resources

- Instructional Materials: Videos, books, pencils, and composition books.
- Resources: Links in Google classroom

	<b>Lesson/Unit Title:</b> Elements of Art, Crayon Technique, Laurel Burch, Perspective, Eye-Level, Marc Chagall	<b>Teacher:</b> Ms. CHIZ
<b>Timeline:</b> 29 November – 3 December		<b>Grade Level:</b> 1 <sup>st</sup> – 3rd

<b>Standards:</b>	<ul style="list-style-type: none"> <li>● Share and talk about personal artwork</li> <li>● Interpret art by identifying subject matter and describing relevant details</li> <li>● Select a preferred artwork and share</li> <li>● Distinguish between images and real objects</li> <li>● Describe what an image represents</li> <li>● Speculate about processes an artist uses to create a work of art</li> <li>● Discuss &amp; reflect with peers about choices made in creating artwork</li> </ul>
<b>International Baccalaureate Alignment/Approaches to Learning:</b>	<ul style="list-style-type: none"> <li>● Communication <ul style="list-style-type: none"> <li>○ Interaction</li> </ul> </li> <li>● Research <ul style="list-style-type: none"> <li>○ Information Literacy</li> </ul> </li> <li>● Self-Management <ul style="list-style-type: none"> <li>○ Affective Skills</li> <li>○ Organisation Skills</li> <li>○ Reflection</li> </ul> </li> <li>● Thinking <ul style="list-style-type: none"> <li>○ Creative Thinking</li> <li>○ Transfer</li> </ul> </li> </ul>
<b>Materials/Resources Needed:</b>	<ul style="list-style-type: none"> <li>● Paper</li> <li>● Crayons</li> <li>● Markers</li> </ul>
<b>Visuals:</b>	<ul style="list-style-type: none"> <li>● Elements of Art cover page</li> <li>● Fall Tree in Perspective</li> <li>● Lauren Burch Patterned Cat</li> <li>● Build a Burger</li> <li>● Among Us</li> <li>● Marc Chagall Naïve Scene</li> </ul>
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What features do artists use to make art?</li> <li>● What are the Elements of Art?</li> <li>● How do we show perspective in art?</li> <li>● How do we create patterns effectively</li> <li>● How do we blend colours with crayons?</li> <li>● How do we create draw food at an eye-level perspective?</li> <li>● How do we show highlights with tints and shades?</li> <li>● Who was Marc Chagall &amp; what was his style of art</li> </ul>

<b>Vocabulary</b>	Elements of Art, Contrast, Texture, Laurel Burch, Eye-Level
<b>Connections to Students/Previous Lessons/Knowledge:</b>	<ul style="list-style-type: none"> <li>• Review Elements of Art, Lines, Variety, Texture, Symmetry, Balance, Perspective, Lines, Design, Pattern</li> </ul>
<b>Day 1:</b> Objective:	Students can: <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Draw a gnarly tree in bug's eye view perspective</li> </ul>
<b>Day 2:</b> Objective:	Students can: <ul style="list-style-type: none"> <li>• follow directions</li> <li>• Identify Lauren Burch art</li> <li>• Create a patterned cat with line &amp; colour in Lauren Burch style</li> </ul>
<b>Day 3:</b> Objective	Students can: <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Draw food at eye-level perspective</li> </ul>
<b>Day 4:</b> Objective	Students can: <ul style="list-style-type: none"> <li>• follow directions</li> <li>• draw a video game character</li> <li>• Create highlights using shades and tints</li> </ul>
<b>Day 5:</b> Objective	Students can: <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Identify Marc Chagall artwork</li> <li>• Create a Naïve art scene in the style of Marc Chagall</li> </ul>

\*BrE throughout

Mrs. Coulsell's 3rd Grade Lesson Plans

Week of 12/6/2021

	MATHEMATICS	READING/PHONICS	WRITING/LANGUAGE	S.S./SCIENCE
<b>M</b>	<p><b>Math Class:</b>  <i>S: CCSS.MATH.CONTENT.3.OA.C.7</i>  <i>IEP Goal:(3.OA.C7)</i>  <i>IB ATL: Thinking Skills, Social Skills</i>                      M: Google Classroom                      O: Students will be able to divide by 6's.                      Key Terms: division, dividing                      I: I will begin with an introduction video to division. I will then show the students how to use their prior knowledge of multiplication to help them to solve division problems.                      We: The students will take note and try sample problems in their notes to practice their new division skills.                      You: Students will complete a practice worksheet on their own to practice their division skills.                      ET: 36/6, 24/6</p>	<p><b>Reading Class:</b>  <i>S: CCSS.ELA-LITERACY.RL.3.1, CCSS.ELA-LITERACY.RL.3.6, CCSS.ELA-LITERACY.RL.3.7</i>  <i>IEP Goal:(RL 2.2)</i>  <i>ELD S: SL.3.1, 6; L.3.1, 3, 6, RL.3.1, W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills, Social Skills</i>                      M: Charlotte's Web PDF                      O:Students will be able to ask and answer questions about a text during our book study of Charlotte's Web.                      Key Terms:                      Anti. Set: I will ask the students to recall what we read in the chapter prior to today's.                      I: I will begin our book study for the day by introducing the vocabulary that will be found in the chapter.                      We: The students and I will read through the chapter defining words and asking questions to better understand what is going on.                      You: Students will answer questions individually from the story.                      Exit Ticket: What was the central message of this chapter?</p> <p><b>Phonics Class:</b>  <i>S:CCSS.ELA-LITERACY.RF.3.3.C</i>  <i>ELD S: RL.3.1</i>  <i>IB ATL: Thinking Skills, Social Skills</i>                      M:Google Classroom                      O:Students will be able to identify words with a long 'a' sound.                      Key Terms: vowel                      Anti. Set: I will ask the students to tell me what sound is made from the letter <b>a</b> makes when it is long.                      I: I will begin by reviewing the long 'a' sound with a video.                      We: Students and I will work through part of a phonics worksheet together.                      You: Students will work through the rest of the phonics worksheet on their own.                      Exit Ticket: What sound does the long 'a' make?</p>	<p><b>Writing/Spelling Class:</b>  <i>S:CCSS.ELA-LITERACY.W.3.4</i>  <i>IEP Goal: (W3.5)</i>  <i>ELD S: W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills</i>                      M: pencil, journal                      O: Students will be able to practice their writing skills with writing prompts to write for journal time.                      I: I will give the students a writing prompt related to something they love to do.                      DIFFERENTIATION:                      We: Some students and I will discuss ideas for their story and I will help them see how to spell and write in a complete sentence.                      Some students will create their own writing piece on their own.                      You: Students assisted with writing will come up with 1-2 sentences of their own at the end.                      *SPELLING: Students will work on practicing with their individual spelling words list.</p> <p><b>Language Class:</b>  <i>S:CCSS.ELA-LITERACY.L.3.1.H</i>  <i>ELD S: W.3.5; SL.3.6; L.3.1, 3, 6</i>  <i>IB ATL: Thinking Skills, Social Skills</i>                      O:Students will identify the conjunction in a compound sentence.                      Key Terms: conjunction, compound sentence                      I: I will show the students the video: 'conjunction junction' to get their minds focused on types of conjunctions and their use.                      We: The students will practice identifying the conjunction in a sentence and adding conjunctions to sentences.                      You: Students will practice identifying the conjunction on their own.</p>	<p><b>S.S. Class:</b>  <i>S: 3.2</i>  <i>ELD S:W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills, Social Skills</i>                      M: Google Classroom                      O:Students will review and explain the Native American culture and how we still see this culture today.                      Anti Set: I will ask the students what they have learned about the Native American culture during this unit.                      I: I will review what we have learned about Native American culture.                      We: We will discuss together our thoughts on how the Native Americans once lived and how we still see their influence in California today.                      You: Students will study for their test.</p>

*Mrs. Coulsell's 3rd Grade Lesson Plans*

*Week of 12/6/2021*

T	<p><b>Math Class:</b>  <i>S: CCSS.MATH.CONTENT.3.OA.C.7</i>  <i>IEP Goal:(3.OA.C7)</i>  <i>IB ATL: Thinking Skills, Social Skills</i>  M: Google Classroom  O: Students will be able to divide by 7's.  Key Terms: division, dividing  I: I will begin with another introduction/practice video on division. I will then show the students how to use their prior knowledge of multiplication to help them to solve these division problems.  We: The students will take note and try sample problems in their notes to practice their new division skills.  You: Students will complete a practice worksheet on their own to practice their division skills.  ET: 49/7, 56/7</p>	<p><b>Reading Class:</b>  <i>S: CCSS.ELA-LITERACY.RL.3.1, CCSS.ELA-LITERACY.RL.3.6, CCSS.ELA-LITERACY.RL.3.7</i>  <i>IEP Goal:(RL 2.2)</i>  <i>ELD S: SL.3.1, 6; L.3.1, 3, 6, RL.3.1, W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills, Social Skills</i>  M: Charlotte's Web PDF  O:Students will be able to ask and answer questions about a text during our book study of Charlotte's Web.  Key Terms:  Anti. Set: I will ask the students to recall what we read in the chapter prior to today's.  I: I will begin our book study for the day by introducing the vocabulary that will be found in the chapter.  We: The students and I will read through the chapter defining words and asking questions to better understand what is going on.  You: Students will answer questions individually from the story.  Exit Ticket: What was the central message of this chapter?</p> <p><b>Phonics Class:</b>  <i>S:CCSS.ELA-LITERACY.RF.3.3.C</i>  <i>ELD S: RL.3.1</i>  <i>IB ATL: Thinking Skills, Social Skills</i>  M:Google Classroom  O:Students will be able to identify words with a long 'e' sound.  Key Terms: vowel  Anti. Set: I will ask the students to tell me what sound is made from the letter 'e' makes when it is long.  I: I will begin by reviewing the long 'e' sound with a video.  We: Students and I will work through part of a phonics worksheet together.  You: Students will work through the rest of the phonics worksheet on their own.  Exit Ticket: What sound does the long 'e' make?</p>	<p><b>Writing/Spelling Class:</b>  <i>S:CCSS.ELA-LITERACY.W.3.4</i>  <i>IEP Goal: (W3.5)</i>  <i>ELD S: W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills</i>  M: pencil, journal  O: Students will be able to practice their writing skills with writing prompts to write for journal time.  I: I will give the students a writing prompt related to something they love to do.  DIFFERENTIATION:  We: Some students and I will discuss ideas for their story and I will help them see how to spell and write in a complete sentence.  Some students will create their own writing piece on their own.  You: Students assisted with writing will come up with 1-2 sentences of their own at the end.  *SPELLING: Students will work on practicing with their individual spelling words list.</p> <p><b>Language Class:</b>  <i>S:CCSS.ELA-LITERACY.L.3.1.1</i>  <i>ELD S: W.3.5; SL.3.6; L.3.1, 3, 6</i>  <i>IB ATL: Thinking Skills, Social Skills</i>  O:Students will identify if the sentence is a simple or compound sentence.  Key Terms: conjunction, compound, simple  I: I will compare and contrast a simple vs. a compound sentence.  We: The students will practice explaining if a sentence is simple or compound. If it is a compound, they will identify the conjunction.  You: Students will practice identifying the type of sentence on their own.</p>	<p><b>S.S. Class:</b>  <i>S: 3.2</i>  <i>ELD S:W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills, Social Skills</i>  M: Google Classroom  O:Students will review and explain the Native American culture and how we still see this culture today.  Anti Set: I will ask the students what they have learned about the Native American culture during this unit.  I: I will review what we have learned about Native American culture.  We: We will discuss together our thoughts on how the Native Americans once lived and how we still see their influence in California today.  You: Students will study for their test.</p>
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*Mrs. Coulsell's 3rd Grade Lesson Plans*

*Week of 12/6/2021*

W	<p><b>Math Class:</b>  <i>S: CCSS.MATH.CONTENT.3.OA.C.7</i>  <i>IEP Goal:(3.OA.C7)</i>  <i>IB ATL: Thinking Skills, Social Skills</i>  M: Google Classroom  O: Students will be able to divide by 8's.  Key Terms: division, dividing  I: I will begin with another introduction/practice video on division. I will then show the students how to use their prior knowledge of multiplication to help them to solve these division problems.  We: The students will take note and try sample problems in their notes to practice their new division skills.  You: Students will complete a practice worksheet on their own to practice their division skills.  ET: 64/8, 80/8</p>	<p><b>Reading Class:</b>  <i>S: CCSS.ELA-LITERACY.RL.3.9</i>  <i>IEP Goal:(RL 2.2)</i>  <i>ELD S: SL.3.1, 6; L.3.1, 3, 6, RL.3.1, W.3.1</i>  <i>IB ATL: Thinking Skills, Social Skills</i>  M: Charlotte's Web PDF, Google Classroom  O:Students will be able to compare and contrast the movie with the book.  Key Terms: compare, contrast, venn-diagram  I: I will introduce comparing and contrasting. I will show them a venn-diagram and will explain how to use it.  We: The students and I will watch the movie Charlotte's Web.  You: Students will fill in their venn-diagram on their own while the movie is playing.  Group: Students will discuss what they found to compare and contrast. They will have a discussion and type the other student's findings.</p>	<p><b>Reading Class:</b>  <i>S: CCSS.ELA-LITERACY.RL.3.9</i>  <i>IEP Goal:(RL 2.2)</i>  <i>ELD S: SL.3.1, 6; L.3.1, 3, 6, RL.3.1, W.3.1</i>  <i>IB ATL: Thinking Skills, Social Skills</i>  M: Charlotte's Web PDF, Google Classroom  O:Students will be able to compare and contrast the movie with the book.  Key Terms: compare, contrast, venn-diagram  I: I will introduce comparing and contrasting. I will show them a venn-diagram and will explain how to use it.  We: The students and I will watch the movie Charlotte's Web.  You: Students will fill in their venn-diagram on their own while the movie is playing.  Group: Students will discuss what they found to compare and contrast. They will have a discussion and type the other student's findings.</p>	<p><b>S.S. Class:</b>  <i>S: 3.2</i>  <i>ELD S:W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills, Social Skills</i>  M: Google Classroom  O:Students will take their Native American Culture Test.  You: Students will take their test.</p> <p><b>Science Class:</b>  <i>S:3-LS4, 3-LS2-1</i>  <i>ELD S:W.3.1</i>  <i>IB ATL: Thinking Skills, Research Skills, Social Skills</i>  M: Google Classroom  O: Students will be able to review for their Science Test  Key Terms: producer, consumer, decomposer, predator, prey, herbivore, omnivore, carnivore, food chain  Anti Set: I will ask the students what they remember about these topics  I: I will discuss what they learned from their videos on these topics.  We: We will review these terms together for their upcoming test.</p>
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Mrs. Coulsell's 3rd Grade Lesson Plans

Week of 12/6/2021

	MATHEMATICS	READING/PHONICS	WRITING/LANGUAGE	S.S./SCIENCE
<b>T H</b>	<p><b>Math Class:</b> S: CCSS.MATH.CONTENT.3.OA.C.7 IEP Goal:(3.OOA.C7) IB ATL: Thinking Skills, Social Skills M: Google Classroom O: Students will be able to divide by 9's. Key Terms: division, dividing I: I will begin with another introduction/practice video on division. I will then show the students how to use their prior knowledge of multiplication to help them to solve these division problems. We: The students will take note and try sample problems in their notes to practice their new division skills. You: Students will complete a practice worksheet on their own to practice their division skills. ET: 81/9, 99/9</p>	<p><b>Reading Class:</b> S: CCSS.ELA-LITERACY.RL.3.1, CCSS.ELA-LITERACY.RL.3.6, CCSS.ELA-LITERACY.RL.3.7 IEP Goal:(RL 2.2) ELD S: SL.3.1, 6; L.3.1, 3, 6, RL.3.1, W.3.1 IB ATL: Thinking Skills, Research Skills, Communication Skills M: McGrawHill, ConnectED O:Students will be able to ask and answer questions about a text during our book study of Charlotte's Web. Key Terms: compete, custom, occasion, solve, organize, conflict, setting, character, traditional tale, plot, folk tale, myth, legend, fairy tale Anti. Set: I will introduce the students to traditional tales. We will discuss the four traditional tales found in literature. I: I will begin by showing stories that are an example of each of the traditional tales. I will show a video explaining the genre again for the students. I will end my teaching with an introduction to the vocabulary words for this unit. We: Students and I will read through some traditional tales together and use comprehension skills to ask and answer questions. Two: The students will research the definitions of the vocabulary words together. You: Students will answer questions individually from the story. Exit Ticket: What are the 4 traditional tales?</p> <p><b>Phonics Class:</b> S:CCSS.ELA-LITERACY.RF.3.3.C ELD S: RL.3.1 IB ATL: Thinking Skills, Social Skills M:Google Classroom O:Students will be able to identify words with a long 'i' sound.</p>	<p><b>Writing/Spelling Class:</b> S:CCSS.ELA-LITERACY.W.3.4 IEP Goal: (W3.5) ELD S: W.3.1 IB ATL: Thinking Skills, Research Skills M: pencil, journal O: Students will be able to practice their writing skills with writing prompts to write for journal time. I: I will give the students a writing prompt related to something they love to do. DIFFERENTIATION: We: Some students and I will discuss ideas for their story and I will help them see how to spell and write in a complete sentence. Some students will create their own writing piece on their own. You: Students assisted with writing will come up with 1-2 sentences of their own at the end. *SPELLING: Students will work on practicing with their individual spelling words list.</p> <p><b>Language Class:</b> S:CCSS.ELA-LITERACY.L.3.1.I ELD S: W.3.5; SL.3.6; L.3.1, 3, 6 IB ATL: Thinking Skills, Social Skills O:Students will identify if the sentence is a simple, compound, or complex sentence. Key Terms: complex, compound, simple I: I will explain and show examples on what makes a sentence simple, compound, or complex. I will show a video to help. We: The students will practice explaining if a sentence is simple, compound, or complex. You: Students will practice identifying the type of sentence on their own.</p>	<p><b>Science Class:</b> S:3-LS4, 3-LS2-1 ELD S:W.3.1 IB ATL: Thinking Skills, Research Skills, Social Skills M: Google Classroom O: Students will be able to take their Science Test. Key Terms: producer, consumer, decomposer, predator, prey, herbivore, omnivore, carnivore, food chain Anti Set: I will ask the students to tell me the meaning of all the key terms they have been studying. You: Students will take their Science Test.</p>

*Mrs. Coulsell's 3rd Grade Lesson Plans*

*Week of 12/6/2021*

		<p>Key Terms: vowel Anti. Set: I will ask the students to tell me what sound is made from the letter 'i' makes when it is long. I: I will begin by reviewing the long 'i' sound with a video. We: Students and I will work through part of a phonics worksheet together. You: Students will work through the rest of the phonics worksheet on their own. Exit Ticket: What sound does the long 'i' make?</p>		
<p><b>F</b></p>	<p><b>Math Class:</b> <i>S: CCSS.MATH.CONTENT.3.OA.C.7</i> <i>IEP Goal:(3.OA.C7)</i> <i>IB ATL: Thinking Skills, Social Skills</i> M: Google Classroom O: Students will be able to divide by 10's-11's. Key Terms: division, dividing I: I will begin with another introduction/practice video on division. I will then show the students how to use their prior knowledge of multiplication to help them to solve these division problems. We: The students will take note and try sample problems in their notes to practice their new division skills. You: Students will complete a practice worksheet on their own to practice their division skills. ET: 44/4, 50/5</p>	<p><b>Reading Class:</b> <i>S: CCSS.ELA-LITERACY.RL.3.1, CCSS.ELA-LITERACY.RL.3.6, CCSS.ELA-LITERACY.RL.3.7</i> <i>IEP Goal:(RL 2.2)</i> <i>ELD S: SL.3.1, 6; L.3.1, 3, 6, RL.3.1, W.3.1</i> <i>IB ATL: Thinking Skills, Research Skills, Communication Skills</i> M: McGrawHill, ConnectED O:Students will be able to ask and answer questions about a text during our book study of Charlotte's Web. Key Terms: fierce, baring, flexing, crouching, swipe, conflict, setting, character, folktale Anti. Set: I will ask the students to remind me what a folktale is from prior knowledge. I will re-explain it. I: I will begin by reading a folktale to the students. Through the reading I will introduce the academic vocabulary of the day. We: Students and I will discuss the reading, and will ask and answer questions about the text. Two: The students will work together to remind themselves of the academic vocabulary for the day. They will also read in informational text and use that vocabulary to discuss it. You: Students will answer questions individually from the text. Exit Ticket: What is a folktale?</p> <p><b>Phonics Class:</b> <i>S:CCSS.ELA-LITERACY.RF.3.3.C</i> <i>ELD S: RL.3.1</i> <i>IB ATL: Thinking Skills, Social Skills</i> M:Google Classroom</p>	<p><b>Writing/Spelling Class:</b> <i>S:CCSS.ELA-LITERACY.W.3.4</i> <i>IEP Goal: (W3.5)</i> <i>ELD S: W.3.1</i> <i>IB ATL: Thinking Skills, Research Skills</i> M: pencil, journal O: Students will be able to practice their writing skills with writing prompts to write for journal time. I: I will give the students a writing prompt related to something they love to do. DIFFERENTIATION: We: Some students and I will discuss ideas for their story and I will help them see how to spell and write in a complete sentence. Some students will create their own writing piece on their own. You: Students assisted with writing will come up with 1-2 sentences of their own at the end. *SPELLING: Students will work on practicing with their individual spelling words list.</p> <p><b>Language Class:</b> <i>S:CCSS.ELA-LITERACY.L.3.1.1</i> <i>ELD S: W.3.5; SL.3.6; L.3.1, 3, 6</i> <i>IB ATL: Thinking Skills, Social Skills</i> O:Students will identify if the sentence is a simple, compound, or complex sentence. Key Terms: complex, compound, simple I: I will explain and show examples on what makes a sentence simple, compound, or complex. I will show a video to help.</p>	<p><b>Art Class:</b> <i>ELD S:W.3.1</i> <i>IB ATL: Social Skills</i> M: Art Hub, paper, colors O: Students will be able to complete a holiday artwork project. I: I will play a video where an art teacher is teaching them step by step on how to sketch a holiday character. We: The students and I will sketch together. You: The students will add and color details of their choice.</p>

*Mrs. Coulsell's 3rd Grade Lesson Plans*

*Week of 12/6/2021*

		<p>O: Students will be able to identify words with a long 'o' sound.</p> <p>Key Terms: vowel</p> <p>Anti. Set: I will ask the students to tell me what sound is made from the letter 'o' makes when it is long.</p> <p>I: I will begin by reviewing the long 'o' sound with a video.</p> <p>We: Students and I will work through part of a phonics worksheet together.</p> <p>You: Students will work through the rest of the phonics worksheet on their own.</p> <p>Exit Ticket: What sound does the long 'o' make?</p>	<p>We: The students will practice explaining if a sentence is simple, compound, or complex.</p> <p>You: Students will practice identifying the type of sentence on their own.</p>	
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<u>Teacher: Jacques Ritter</u>	<u>Unit Title: Week of 12/6/21</u>
<u>Grade Level: 1, 2, 3</u>	<u>Lesson Title: Gonoodle activities</u>
<b><u>Objectives (Write 2-5 objectives stating expected learner outcomes.):</u></b>	
<b>Psychomotor:</b>	
Demonstrates twisting, curling, bending, and stretching actions. (S1.E10.1)	
Differentiates among twisting, curling, bending, and stretching actions. (S1.E10.2)	
Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	
<b>Cognitive:</b>	
Engages actively in physical education class. (S3.E2.1)	
Identifies physical activities that contribute to fitness. (S3.E3.2b)	
Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	
<b>Affective:</b>	
Discusses positive feelings that result from participating in physical activities (S5. E3.1a)	
Identifies physical activities that provide self-expression. (S5.E3.2)	
Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	
IB Approaches to Learning (ATL) Skills involved are:	

**Thinking skills:** During workout videos students will observe an image and determine what the image is using their critical thinking skills based on their prior knowledge. Students will perform the exercise that correlates with the image.

**Research skills:** Students will identify situations they can use the skills learned in class outside of the classroom.

**Communication skills:** Students understand when the teacher is talking, they should be quiet and raise their hand if they want a turn to speak. Students will not interrupt other students when they are talking.

**Self-management skills:** During all activities the students will work at the pace they feel the most comfortable, so they challenge themselves enough and do not overexert themselves.

**Social skills:** Students discuss physical activities they did over the weekend.

**Materials/Resources Needed:**

Computer

Proper attire for exercise

Open Space

**Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day.):**

What physical activities did you do over the weekend?

We will continue following our daily routine, using a warmup stretch, an exercise, an activity and then a cool-down using various videos.

Why do we stretch?

Why do we do warmups

Take all the movements slow, make sure you are doing them with correct form

What are the benefits of exercise?

Why do we do cool-downs?

**Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):**

By the end of the lesson students will:

- Perform at least one exercise/movement with the proper form
- Follow the rules in the classroom
- Accept teachers' feedback and correct themselves
- Identify movements that you bring outside of the classroom
- Describe the importance of warmups and cool-downs
- Follow routine properly
- Find their challenge threshold

**Model (If you will be demonstrating the skill or competence, how will this be done?):**

**Monday:**

Gonoodle video: Live in the moment

Workout video <https://www.youtube.com/watch?v=7vGqO2Ln6h8>

Gonoodle video: Indoor Recess video 4

**Tuesday:**

Gonoodle video: My body says what?

Workout video: <https://www.youtube.com/watch?v=3gJnMjQPM6Y>

Gonoodle video: Indoor Recess video 5

**Wednesday:**

<https://www.youtube.com/watch?v=Kw7gIUlxaL4> Scavenger hunt

**Thursday:**

Gonoodle video: Salute the sun

Workout video: <https://www.youtube.com/watch?v=nZtM4LNGxCE>

Gonoodle video: Indoor Recess video 6

**Friday:**

Gonoodle video: Fit the sitch

Workout video: <https://www.youtube.com/watch?v=k39IIDcqIJc>

Gonoodle video: Indoor recess video 7

**Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):**



What is the importance of a warmup?

Why is it important to exercise?

Why do we cool-down?

Show me how to perform this\* exercise correctly

**Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice.):**

Students will follow the video instructions as well as my demonstrations and instructions.

**Closure (What method of review and evaluation will be used to complete the lesson?):**

Daily breathing cool-down

How do you feel after today's PE lesson?

Did you perform the poses properly?

Did you follow all the rules, work your hardest, and have fun?

Grade yourself 1-3 on how you did every day (google form)

Great work today, thank you for your attention and hard work.

**Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.):**

What physical activities did you do this weekend? What did you like? What was challenging? What healthy foods have you eaten?

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eagle Collegiate Academy	Ogo Okoye-Johnson CEO	ookoye-johnson@eaglecollegiateacademy.com 6613476016

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

NA

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual

### Actions/Services

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

NA

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Does not apply

#### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Does not apply

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Does not apply

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Does not apply

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
-------------	----------------------	-------------------------------	--------------

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Does not apply

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Does not apply

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Does not apply

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Does not apply

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Does not apply

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributions
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Does not apply

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Does not apply

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Does not apply

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Does not apply

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## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Does not apply

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov). (<mailto:lcff@cde.ca.gov>)*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

## **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

## **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

## **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

## **Analysis of In-Person Instructional Offerings**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended

on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eagle Collegiate Academy	Ogo Okoye-Johnson CEO	ookoye-johnson@eaglecollegiateacademy 6613476016

## Plan Summary 2021-24

### General Information

A description of the LEA, its schools, and its students.

#### 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

## 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, advanced placement and IB 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 is an International Baccalaureate Primary Years Candidate school. ECA will become an IB World school offering the IB Primary Years Program, Middle Years Program 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 the globe are created through a broad and balanced, conceptual and connected curriculum.

Primary Years Program 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's Projected Enrollment and Growth

Eagle Collegiate Academy anticipates opening with approximately 168 TK-3rd students 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. Enrollment trends in the public schools in our surrounding valleys indicate that the number of students that ECA hopes to serve is realistic and would have a minimal impact on surrounding school districts. According to CDE Data Quest and Ed-Data, a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team/California School Information Services (FCMAT/CSIS), the average class size in the Antelope and Santa Clarita Valleys K-8 public schools is 26 (

data.org/county/Los-Angeles). ECA's goal is to have and maintain a 24:1 student-teacher ratio in grades TK-5th designed to increase the level of student engagement and voice. ECA equally plans to have and maintain a 25:1 student-teacher ratio in grades 6-8th. Such numbers will not greatly impact the number of students from the surrounding school districts because ECA is also reaching out to home schooled students and students in private schools. ECA also plans to open with 15 Prekindergarten students.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Not Applicable

## Reflections: Identified Need

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

Not Applicable

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Eagle Collegiate Academy's "ECA" founding team is made up of educators, parents and community members who are very excited that ECA will answer the need of children and their families in the communities of Santa Clarita Valley, Antelope Valley, San Fernando Valley and surrounding areas for a public college and career preparatory International Baccalaureate (IB) World 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).

ECA became an International Baccalaureate Primary Years Program Candidate School in September of 2021 in fulfillment of its quest for providing a rigorous college preparatory program, personalized instruction and innovative curriculum to ensure student graduate college and career ready with a deep understanding of the relationships among disciplines.

The LCAP highlights and emphasizes voices of our stakeholders in support of the mission of ECA.

# Comprehensive Support and Improvement

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

## Schools Identified

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

Not Applicable

## Support for Identified Schools

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

Not Applicable

## Monitoring and Evaluating Effectiveness

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

Not Applicable

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Families

ECA met with different groups of parents. The questions asked parents include questions on what they believe is the role of a school in their family, what schools should focus on, what programs should schools offer, how schools and the home will communicate and collaborate to support children and how they would like to interact with the teachers in order to lead to



the overall improvement to all stakeholders. Since our students are very young, ECA asked the parents to share the hopes of their children for the future and while attending ECA.

#### Local Community Leaders

ECA met with local community leaders such as the mayor, city officials, town council leaders, church leaders and state and national representatives to see how we can work together to elevate our community.

#### Experts in the Field

ECA has been working with experts in the International Baccalaureate field and education reached out to experts in education, special education, & psychology/socio-emotional wellness to discuss ECA's program and give us feedback on content, program elements, curriculum development and student support.

### A summary of the feedback provided by specific stakeholder groups.

#### Families

Parents wanted a staff that represented their community as role models for their children. A parent stated that her child wanted to see students and teachers that look like her.

Although parents said parent involvement is important, they stated that due to work schedules, it is difficult to attend school events sometimes. Communication through a variety of platforms was important so parents can support teachers. The parents plan to donate to the teacher work room in order to support teachers.

#### Local Community Leaders

Community leaders - Community leaders supported the concept of the rigorous International Baccalaureate education as a means of starting early to introduce students to college prep curriculum.

#### Experts in the Field

The IB consultants shared with ECA the path to authorization and how ECA can stay achieve authorization. Educators discussed the importance of professional development and why ECA's weekly PD on Wednesdays is a step in the right direction.

### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP is influenced by the stakeholder engagements which is very critical as a new school opening for the first time.

#### Families

Parents want a rigorous, and meaningful curriculum for their children but also one that teaches them to be kind and responsible citizens. ECA's backwards mapped to provide a comprehensive and personalized educational program for students. ECA is a very welcoming to parent participation in all ECA's programs.

#### Community Leaders

The feedback from community leaders influenced ECA's drive to become an IB Candidate Primary

Years Program to show that ECA is set up to provide quality instruction to students that will empower students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities.

**Experts**

ECA values the expert input and welcomes the support and assistance of experts as we develop and grow our school.

# Goals and Actions

## Goals

Goal #	Description
Goal 1	EL students will gain academic content knowledge.

An explanation of why the LEA has developed this goal.

The goal grew as a result of conversations with stakeholders emphasized the importance of ensuring all students receive rigorous instruction

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
100% of EL students will gain academic content knowledge through the implementation of the CCSS.	100% of EL students will gain academic content knowledge through the implementation of the CCSS.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of EL students will gain academic content knowledge through the implementation of the CCSS.

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	EL Access	3. Align curriculum maps to CCSS, NGSS, History-Social Science Content Standards and ELD Standards.		Yes

# Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	ECA will provide multiple structured opportunities for parent participation at school.

An explanation of why the LEA has developed this goal.

Parent participation is integral to ECA's program

# Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. Parent Membership in SSC 2. Parent Leadership Team membership 3. ELAC Membership 4. Committee agendas, minutes, training materials and attendance records identify parents who are involved. 5. Log of parent participation during enrichment and parent-teacher conferences.	At least 85% of parents will participate in ECA programs in some way including: serving on the Parent Leadership Team, participating with the EL Advisory Committee; attending parent-teacher conferences Parents volunteer at school. Parents demonstrate satisfaction with academic program and school involvement.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	At least 85% of parents will participate in ECA programs in some way including: serving on the Parent Leadership Team, participating with the EL Advisory Committee; attending parent-teacher conferences Parents volunteer at school. Parents demonstrate satisfaction with academic program and school involvement.

## **Actions**

Action # Title	Description	Total Funds	Contributin
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## **Goal Analysis 2021-22**

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	Goal:1. Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

An explanation of why the LEA has developed this goal.

The importance of student growth was emphasized by all atakeholders.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

<p>. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP assessments at least twice per year in all grade levels, including the MAP Growth</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>
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# Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	EL Access	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, History-Social Science Content Standards and ELD 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.		Yes

# Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
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Goal 4	Goal:1. Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.
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An explanation of why the LEA has developed this goal.

The importance of student growth was emphasized by all atakeholders.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP assessments at least twice per year in all grade levels, including the MAP Growth</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>
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# Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	EL Access	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, History-Social Science Content Standards and ELD 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.		Yes

# Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
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Goal 5	Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments
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An explanation of why the LEA has developed this goal.

Growth is critical to our program.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>
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## Actions

Action # Title	Description	Total Funds	Contributin
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## Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 6	Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments

An explanation of why the LEA has developed this goal.

Growth is critical to our program.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

<p>. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>
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## Actions

Action # Title	Description	Total Funds	Contributin
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## Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 7	Goal:1. Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

An explanation of why the LEA has developed this goal.

To ensure students grow

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

<p>. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP assessments at least twice per year in all grade levels, including the MAP Growth</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>
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## Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	Growth	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 targeted intervention. 3. Use CAASPP data to change instructional approaches and to modify personal learning plans to support learning by using data to drive instruction. 4. Ongoing review of curriculum materials and student achievement data. 5. Monthly review of lesson plan materials. 6. Weekly instructional professional development.		Yes

# Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
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Goal 8	Goal:1. Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.
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An explanation of why the LEA has developed this goal.

To ensure students grow

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>. Student scores on CAASPP 2. Ongoing school-level and classroom-level formal and informal assessment. 3. Interim NWEA MAP assessments at least twice per year in all grade levels, including the MAP Growth</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>70% or more of ECA students at every applicable grade level, in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students who have been at ECA for a year or more, will meet or exceed standards as measured by the CAASPP ELA and math tests except as dictated by students IEP.</p>
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## Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	Growth	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 targeted intervention. 3. Use CAASPP data to change instructional approaches and to modify personal learning plans to support learning by using data to drive instruction. 4. Ongoing review of curriculum materials and student achievement data. 5. Monthly review of lesson plan materials. 6. Weekly instructional professional development.		Yes

## Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0%	\$0.00

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All the needs of foster youth, English learners, and low-income students were considered first, and systems were put in place to meet the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All the needs of foster youth, English learners, and low-income students were considered first, and systems were put in place to meet the goals for these students.

## Total Expenditures Table

**Goal #1 Action #1**

EL Access All

**Goal #2 Action #1**

EL Access All

**Goal #3 Action #1**

EL Access All

**Goal #4 Action #1**

Growth All

**Goal #5 Action #1**

Growth All

\$3.00

\$0.00

**Contributing Expenditures Tables**

**Goal #1 Action #1**

EL Access Schoolwide All All

**Goal #3 Action #1**

EL Access Schoolwide All All

**Goal #4 Action #1**

EL Access Schoolwide All All

**Goal #7 Action #1**

Growth Schoolwide All All

**Goal #8 Action #1**

Growth Schoolwide All All

**Total:** \$0.00 \$0.00

**LEA-wide Total:** \$0.00 \$0.00

**Limited Total:** \$0.00 \$0.00

**Schoolwide Total:** \$0.00 \$0.00

**Annual Update Table Year 1**

[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]
Totals		[Intentionally Blank]	[Intentionally Blank]		

## Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

## Plan Summary

## Purpose



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

## **Requirements and Instructions**

### **General Information**

Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

### **Reflections: Successes**

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

### **Reflections: Identified Need**

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to

take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

## **LCAP Highlights**

Identify and briefly summarize the key features of this year's LCAP.

## **Comprehensive Support and Improvement**

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

### **Schools Identified:**

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

### **Support for Identified Schools:**

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

### **Monitoring and Evaluating Effectiveness:**

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

## **Stakeholder Engagement**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups

identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”**

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”**

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”**

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## **Goals and Actions**

### **Purpose**

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

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

groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### Focus Goal(s)

*Goal Description:* The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

*Explanation of why the LEA has developed this goal:* Explain why the LEA has chosen to prioritize this goal. An explanation must be based on

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

### **Broad Goal**

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

*Explanation of why the LEA has developed this goal:* Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

*Goal Description:* Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

*Explanation of why the LEA has developed this goal:* Explain how the actions will sustain the progress exemplified by the related metrics.



## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions

above.

- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2020–21.	Enter information in this box when completing the LCAP for 2020–21.	Enter information in this box when completing the LCAP for 2021–22. Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21.

### Timeline for completing the “Measuring and Reporting Results” part of the Goal.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

#### **Actions:**

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in

the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:**

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:**

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

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant

LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:**

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

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:**

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:**

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

## **COEs and Charter Schools:**

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

#### **Unduplicated Percentage > 55%:**

For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

#### **Unduplicated Percentage < 55%:**

For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

#### **For schools with 40% or more enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local

priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## **Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures



- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

Enter the action's number as indicated in the LCAP Goal.

**Action Title:**

Provide a title of the action.

**Student Group(s):**

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

**Increased / Improved:**

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

## **Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

### **Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

### **Time Span:**

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

### **Personnel Expense:**

This column will be automatically calculated based on information provided in the following columns:

#### **Total Personnel:**

Enter the total amount of personnel expenditures utilized to implement this action.

#### **Total Non-personnel:**

This amount will be automatically calculated.

#### **Other State Funds:**

Enter the total amount of Other State Funds utilized to implement this action, if any.

#### **LCFF Funds:**

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

**Local Funds:**

Enter the total amount of Local Funds utilized to implement this action, if any.

**Federal Funds:**

Enter the total amount of Federal Funds utilized to implement this action, if any.

**Total Funds:**

This amount is automatically calculated based on amounts entered in the previous four columns.

# **CONFLICT OF INTEREST CODE**

**OF**

# **EAGLE COLLEGIATE ACADEMY**



**A California Public Charter School**

**Operating as a Nonprofit Public Benefit Corporation**

Board Adopted  
August 24, 2019

## **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., and Government Code section 1090, Eagle Collegiate Academy, (“ECA”) hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board of directors, candidates for members of the board and all other designated employees of ECA (“Charter School”), as specifically required by California Government Code Section 87300.

## **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

## **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing Board of Directors, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

## **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing Board of Directors, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

### **Statements Filed with the Charter School**

All statements shall be supplied by the Charter School. All statements shall be filed with the Charter School. Upon receipt of the statements for the Board of Directors, and the Chief Executive Officer, the Charter School’s filing officer shall make and retain a copy of the statements and forward the original to the Fair Political Practices Commission. All other statements will be retained by ECA. ECA will make the statements available for public inspection and reproduction.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board of Directors Designated Employees**

When a non-governing Board Director designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Chief Executive Officer (CEO), who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board of Directors Designated Employees**

Governing Board Directors shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board Director shall refrain from participating in the decision in any way (i.e., the Board Director with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## EXHIBIT A

### Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Board President	1, 2
Vice President	1, 2
Board Secretary	1, 2
Treasurer	1, 2
CEO	1, 2
Lower and Middle School Directors	1, 3
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

**Amendments to the Conflict of Interest Code for All Charters:** ECA will amend its conflict of interest code when change is necessitated by changed circumstances, including the creation of new positions that must be designated. Amendments shall be provided to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent.

## **EXHIBIT B**

### Disclosure Categories

#### Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by ECA, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

#### Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by ECA.

#### Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by the designated position's department. For the purpose of this category, a Lower or Middle School Director's department is his/her entire grade span.





Eagle Collegiate Academy  
A Pre-K to 12<sup>th</sup> College Preparatory Charter School  
Board of Directors Meeting  
Saturday August 24, 2019  
3:00 pm

## Agenda

1. Call meeting to order.
2. Review and Adopt Minutes from last meeting
3. Welcome new Board member Prof. Amaka Donn
4. Sign Confidentiality Agreement
5. Meeting with Ms. Neshia Pattison of AADUSD: June 12, 2019 at 1:30 pm
6. Letter of Intent to Submit to AADUSD – by August 28<sup>th</sup> via email
7. Petition to be submitted on September 12 at the Board meeting / Timeline to CDE
8. Approve all policies to be submitted with Petition: Conflicts of Interest Policy, etc
9. Meeting with Assemblywoman Smith's Staff (Ken and Ogo) –July 31, 2019
10. **Leigh Taylor** Athena Advanced Solutions proposes \$1500
11. Meeting Daniel Lee, ICON CEO-Budget Devpt. (Ogo and Michelle) –August 5, 2019
12. ECA Budget Prep Update by Icon – Email Review
13. Meeting with LACOE Charter School Office Staff – Ciccarelli and Hartman (Ken and Ogo) August 8, 2019
14. Zoom Meeting with New Schools Venture Fund 2019 Diverse Leaders Funding Opportunity Overview (Ogo)–August 14, 2019
15. Zoom Meeting 2020 Camelback Fellowship Webinar (Ogo)–August 19, 2019
16. Zoom Meeting 2020 Camelback Fellowship Staff (Ogo) –August 21, 2019
17. Trying to Meet with Congresswoman Hill
18. Trying to meet with Senator Wilk and Assemblyman Lackey
19. Trying to meet with Candidate Johnathon – Got a text from him
20. Request letters of support from all of the politicians
21. Email correspondence with Susanne Coie of Charter School Development Center
  1. Joining CSDC - \$500
22. Grants
  1. PCSGP - NA
  2. New Schools Venture Fund – New Schools Funding Opportunity- Sept 19
  3. Camelback Fellowship due September 16, 2019
23. Financials
  1. Bills from YMC
  2. Renewals of ECA –pd \$50
  3. Fundraising ideas
24. New Business
  1. Open Discussion and Board member comments
  2. Board Member Positions
  3. CEO Position
  4. Lease letter from Realtor and Letter from Engineering firm (Visit facility)
  5. Meeting Times –
  6. Tentative Next Meeting to work on Petition submission if possible

25. Moved by Ken and seconded by Don meeting ended at 4:500 pm.

46672788-258484902

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**Subject:** RE: Conflict of Interest Code - Eagle Collegiate Academy

----- Forwarded message -----

From: **Dr. Ogo Okoye-Johnson** <[ookoye-johnson@eaglecollegiateacademy.org](mailto:ookoye-johnson@eaglecollegiateacademy.org)>  
Date: Fri, Nov 19, 2021 at 5:03 PM  
Subject: Fwd: Conflict of Interest Code - Eagle Collegiate Academy  
To: Ricardo Reyes <[RReyes@cde.ca.gov](mailto:RReyes@cde.ca.gov)>  
Cc: <[khigginbotham@eaglecollegiateacademy.org](mailto:khigginbotham@eaglecollegiateacademy.org)>

Hello Mr. Reyes,

Please find the forwarded email from LA County as we discussed.  
Thank you.

----- Forwarded message -----

From: **Nazarian, Panik** <[PNazarian@bos.lacounty.gov](mailto:PNazarian@bos.lacounty.gov)>  
Date: Thu, Nov 18, 2021 at 4:46 PM  
Subject: RE: Conflict of Interest Code - Eagle Collegiate Academy  
To: Dr. Ogo Okoye-Johnson <[ookoye-johnson@eaglecollegiateacademy.org](mailto:ookoye-johnson@eaglecollegiateacademy.org)>  
Cc: COICODES-Desk <[COICODES-Desk@bos.lacounty.gov](mailto:COICODES-Desk@bos.lacounty.gov)>

Hi Dr. Okoye-Johnson,

It was a pleasure speaking with you, as well.

Again I sincerely apologize for the extra-long wait time in getting your code adopted. You are indeed taking the correct steps in getting your code adopted, and it's on us that the process is taking this long. Unfortunately, being the County with the most charter schools/new agencies drags on this process much longer than it would elsewhere.

However, to hopefully alleviate some of the concerns, you can already begin collecting Assuming Office Statements of your Board Members and send them to us. It is well within the Fair Political Practices Commission's regulations that the Board Members of a newly-created agency can begin filing their Form 700s prior to the Conflict of Interest Code being adopted. The members would have to file by paper, since we haven't created the agency record in our systems yet. I have attached a forms-fillable version of the SEI Form 700 to this email. They will also have to report full disclosure (All Real Property Interests, All Investments, Business Positions, and Income-including gifts, loans, and travel payments) within the jurisdictional boundaries of the agency, or within 2 miles of any property owned/operated by the agency on their Forms.

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Please let me know if you have any further questions and I'll be able to assist. I will definitely get a draft to you by tomorrow, and will reach out to you if I have any other clarifying questions. Thanks again for your patience in this process.

Regards,

Panik Nazarian

Conflict of Interest Codes

**From:** Dr. Ogo Okoye-Johnson <[ookoye-johnson@eaglecollegiateacademy.org](mailto:ookoye-johnson@eaglecollegiateacademy.org)>  
**Sent:** Thursday, November 18, 2021 4:17 PM  
**To:** Nazarian, Panik <[PNazarian@bos.lacounty.gov](mailto:PNazarian@bos.lacounty.gov)>  
**Subject:** Re: Conflict of Interest Code - Eagle Collegiate Academy

Hello Panik,

Thanks for the call.

It was nice speaking with you a few minutes ago.

It was my understanding when I spoke with Mr. Garcia on October 1st that ECA's Conflict of Interest Code will be presented to the Board of Supervisors for approval by mid November.

However, based on our phone conversation, you are estimating that the CIC code will not go before the Board of Supervisors until February 2022 because of the Code Review Team's meeting timelines because as you stated it takes several months for the LA County CIC codes to be presented before the Board of Supervisors for approval.

I look forward to receiving your draft tomorrow.

Thank you for your time and assistance.

Best,

Ogo Okoye-Johnson, Ph.D.

Founder & CEO

46672788-258484902  
Eagle Collegiate Academy

661-347-6016

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