

**Attachment 2: Eagle Collegiate Academy
Charter Petition as Approved by the
California State Board of Education
on July 8, 2020**

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.

Eagle Collegiate Academy



Charter Petition

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

By

**Eagle Collegiate Academy Board of Directors
September 26, 2019**

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Affirmations and Assurances

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

- ECA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605 (c)(1)]
- ECA shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- ECA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ECA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ECA shall admit all students who wish to attend the Charter School unless ECA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to ECA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of ECA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ECA shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association

with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- ECA shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- ECA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- ECA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- ECA shall at all times maintain all necessary and appropriate insurance coverage.
- ECA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction and days per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves ECA without graduating or completing the school year for any reason, ECA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- ECA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- ECA shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- ECA shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ECA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

- ECA shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the Every Student Succeeds Act (ESSA).
- ECA shall comply with the Family Educational Rights and Privacy Act.
- ECA shall comply with the Public Records Act.
- ECA shall comply with the Ralph M. Brown Act.
- ECA shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

ECA Board President's Signature

Date

Introduction

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

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

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

Eagle Collegiate Academy will become a college and career preparatory International Baccalaureate (IB) school that approaches teaching and learning holistically from the Primary Years Program (PYP), to the Middle Years Program (MYP) and to the Diploma Program (DP) in high school. IB's multicultural and inclusive programs incorporate the 21st century skills, are infused with keys to literacy and embedded with resilience skills to ensure that students achieve mastery of concepts taught. The IB programs will ensure that ECA scholars are prepared to compete globally in any field of their choice and, also to become skilled prospective employees for the local industries.

A study conducted by Healer, MI in 2013 based on the science portion of the Colorado Student Assessment Program (CSAP) found that IB PYP and MYP students performed significantly better on the CSAP than their non-IB peers at the 5th, 8th, and 10th grade levels.

Wade, JH and Wolanin NL (2015) comparison of MYP and non-MYP students' participation and performance in high school found that previous enrollment in MYP increases students' likelihood of participation in college preparatory coursework and achievement of college-ready

scores on AP/DP exams. MYP enrollment contributes in particular to achievement of more college-ready scores of 4 or higher on DP exams.

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

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

Eagle Collegiate Academy's robust and rigorous college preparatory curriculum is designed to develop the "whole child" by empowering students to take ownership in their learning in a vibrant, diverse, collaborative and caring teaching and learning environment geared towards producing lifelong learners who are academically and socially equipped to compete globally at the postsecondary educational level and in the workforce because they are nurtured by teachers, staff and a school community that maintain the highest standards for themselves while they encourage their students to excel. In order to bring about this vision to reality, ECA plans to open with grades preK-3 students. ECA plans to have a 20:1 student-teacher ratio in grades TK-6th designed to increase the level of student engagement and voice. ECA plans to maintain the 20:1 student-teacher ratio in grades TK-6th depending on recruiting outcomes relating to the number and grade range of interested students; and the number of classrooms available in the facilities the school attains.

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

economic and ethnic diversity of the surrounding neighborhoods. ECA anticipates opening in Fall 2020.

Required Teacher Signatures (EC Section 47605)

Eagle Collegiate Academy Board of Directors have collected eleven petition signatures from teachers meaningfully interested in teaching at the school to meet the requirements for EC Section 47605(a). ECA plans to open with 7 core teachers, 1 Education Specialist, 1 Physical Education/Health teacher, 1 English Language Development (ELD) / English as a Second Language (ESL) /Socio-Economically Disadvantaged (SED) teacher and 1 PreK teacher. ECA also plans to open with part-time, Korean, Spanish and Art teachers.

Eagle Collegiate Academy's Board of Directors

The founding Board members of Eagle Collegiate Academy make up a very talented and steadfast team of successful highly skilled and experienced professionals with the necessary skills and tenacity to develop, implement, sustain and grow a successful charter school. The founding team is highly invested in an on-going knowledge acquisition about all established and new facets of the ECA program. Consequently, the founding team, which includes our founding teachers and staff, attended a workshop in Los Angeles facilitated by the International Baccalaureate Organization (IBO) Regional / School Development Specialists entitled *Education by Design: The Value of an IB Education featuring IB PYP, MYP, and DP*. Our team has also participated in webinars for IB PYP, MYP, DP entitled *How to Implement the PYP in Your School; How to Implement the MYP in Your School, and How to Implement the DP in Your School*. These webinars covered the authorization and candidacy process, overview of each program as well as how each of the program supports learning and teaching and student academic success. The team also toured a successful IB charter school in Los Angeles authorized by the Los Angeles Unified School District where it garnered knowledge about IB in practice through classroom visitations, interactions with the leadership, parents, teachers and students of the charter school, and review of IB curriculum portfolios. The team will continue to participate in IB World School webinars and workshops on various aspects of IB PYP, MYP and DP offered by the IBO through the IB website to ensure our team stays abreast of the IB framework and implementation. These webinars accelerate the knowledge of all stakeholders and effective implementation by practitioners. The following people are the founding board of directors of ECA:

Ken Higginbotham, President

Kenneth D. Higginbotham's leadership credentials have been crafted by service, refined by crisis, and sustained by visions of limitless potential. Though he has derived personal fulfillment from each of his endeavors, the impact of his work has rippled throughout communities and improved the lives of families around the world.

After serving 24 years in the U.S. Air Force, he now works as an external affairs reservist for the Federal Emergency Management Agency (FEMA), deploying his organizational leadership skills to clean up one crisis after another. Leading the team that some officials have described as the "face" of FEMA, he manages all aspects of congressional and legislative affairs, international media relations, speechwriting, and key messaging development – all while mitigating the residual damage that can arise in the wake of disaster. Kenneth was called on to manage the aftermath of Hurricane Katrina, the explosion of the Space Shuttle Columbia, and the devastating attacks on 9/11. His were one of the first sets of boots to walk the rubble of Ground Zero, as he was hand-picked to survey the damage alongside then-Senator Hillary Clinton and former New York Mayor, Rudy Giuliani.

Prior to those experiences, Kenneth helped define an era of American television for viewers around the globe, serving as the VP of Operations for StarCom TV Services/The Video Tape Company. There, he used his degree in Radio & TV Broadcasting from The Ohio State University to manage all post-production efforts on syndicated cultural behemoths like The Oprah Winfrey Show, Jeopardy, Wheel of Fortune, The Jetsons, The Flintstones, Soul Train, Hour of Power with The Rev. Dr. Robert Schuller, and more.

Despite this variety of high-profile contributions to the nation and its underlying culture, some of Kenneth's proudest achievements are connected to the work he's done to enrich the lives of young people. As a former board member of the Los Angeles Black College Tour, he exposed numerous African-American teenagers to the rich legacy of Historically Black Colleges and Universities (HBCUs), which they do not get to see, feel, or experience for themselves on the West Coast. It was on one of these trips that he was given the opportunity to address a crowd from the same pulpit that The Rev. Dr. Martin Luther King, Jr. – and his father, The Rev. Martin Luther King, Sr. – once spoke from, delivering weekly sermons on equality and justice.

As board president of Eagle Collegiate Academy, Kenneth brings a sense of commitment to the children of Los Angeles county, working to make their lives as full and service centric as his has been. Under his leadership, students gain the motivation, self-confidence, and competitive edge needed to achieve their goals and, in turn, enhance the lives of others.

Amaka Donn, Vice President

Amaka Donn is an Assistant Professor of Political Science at Antelope Valley College, Lancaster California where she has been serving the students and community since November 2003 to the present. She is an avid educator who believes that all students can learn and should be provided access to rigorous and equitable education that will enable graduates to successfully navigate our global world in any career that they have chosen.

Amaka was the past Secretary General of the Council of Igbo States in Americans from June 2017 to July 2019. She was the former President of Odinamba Cultural Association of Southern California from 2006 to 2010, organization of women from her home state of Enugu, Nigeria. She graduated from Enugu State University of Science & Technology where she served as the Public Relations officer for the Post Graduate Students' Association, and the first President of the Political Science Department's Post Graduate Students' Association.

Amaka is an active resident of the Antelope Valley, California where she is a member of the Palmdale Women's Club, Quartz Hills Women's Club and Quartz Hills Chamber of Commerce. She is also a member of the Antelope Valley College Faculty Association and a member of the American Association of University Women, Lancaster Branch. Amaka resides in the city of Lancaster, California with her family.

Prest Oshodi, Secretary

Mrs. Prest Oshodi, is a Registered Nurse who has worked successfully in the medical field for more than 23 years. She currently works with the University of California Los Angeles (UCLA) Health. She started her nursing program at the College of the Canyons and completed it at Keiser University where she received her Bachelor's degree in Nursing.

Prest is an avid volunteer in many areas within the community especially wherever she can use her medical skills to provide free medical services to children and adults. She is very passionate about protecting and providing for the wellbeing of children and eliminating barriers that inhibit children from thriving in school and in life in general. As a result of her passion for children's wellbeing, Prest adopted two of her nephews and raised them along with her three children.

The current President of the California chapter of the National Association of Nigerian Nurses in North America, a united organization of all the Nigerian Nurses Associations and Nursing School Alumni in North America working to improve the health and quality of lives of Nigerians at home and abroad, Prest's commitment to ensuring that every child be given access to opportunities to live a healthy and fulfilling life is authenticated. Prest and her family have been long time residents of Santa Clarita since 1991.

Ben Geronimo, Treasurer

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

Angela Hill, Director

Mrs. Angela Hill is an entrepreneur with about 25 years in the paralegal field. She founded her own paralegal business in 2010 where she provides paralegal services to her clients such as preparation and filing of legal documents, claims negotiations and processing and settling of personal injury claims. She successfully applies her leadership skills and entrepreneurship experience in the daily operation of her business.

Prior to founding her paralegal business, Angela managed several law firms from 1994 to 2010 by coordinating and monitoring all activities within the law office. Angela's physical and mental organization kept the legal operations efficient for both lawyers and their clients. Some of the activities she performed were preparing subpoenas and other legal documents, conducting legal research, training new staff and scheduling attorney and client meetings.

Angela participates actively in her community by volunteering in several women and family shelters. As a parent, Angela believes children should be equipped with skills that will help them find a job and to have a successful career of their choice in order to become good citizens and contributing members of our culturally diverse global community. As a result, Angela is very committed to providing quality education for students. Angela and her family resides in Castaic, California.

Donald Rimac, Ed.D., Director

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

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

Mark Young, Esq., Director

Mark T. Young, Esq. is the co-founder of Donahoe & Young LLP with over 35 years of hands-on legal experience. Mr. Young has structured multi-million dollar business transactions and successfully litigated complex factual and legal issues in State Courts throughout California and in Federal Courts in California, Arizona, Washington, Texas, and Florida. He has represented clients ranging from large multinational corporations to regional medium and small local businesses to individuals across the economic spectrum, in each case seeking positive and cost-effective outcomes for each client.

A native Californian, Mr. Young graduated from UCLA in 1976, and from King Hall School of Law (University of California, Davis) in 1979. In law school, he served on the Honors Moot Court Board and as editor of the King Hall Advocate. Mr. Young has been admitted to practice in California since 1979, and is admitted to practice in all Federal Courts in California and Arizona, as well as the Ninth Circuit Court of Appeals and the United States Supreme Court.

Mr. Young achieved the AV® - Preeminent Peer Review Rating by Martindale-Hubbell more than 10 years ago. He has served as a judge pro tempore in Los Angeles County Superior Court and is a past Director of the Santa Clarita Valley Bar Association. Mr. Young was one of the founders of Bridge to Home SCV, a non-profit organization that operates homeless services -- including housing assistance, counseling programs, and a shelter -- in Santa Clarita. He has served on the Bridge to Home SCV Board of Directors continuously since 1996, and is a past Board President. Mark is a long-time resident of Santa Clarita where he resides with his family.

Rita E. Zelaya, Parent Director

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

At the beginning of her career, Rita identified the need to serve the Hispanic community after attending Parent Orientation in North Los Angeles County Regional Center. The Center provides

lifelong partnerships and planning to persons with developmental disabilities by promoting their civil and personal rights, providing comprehensive information, advocating in cooperation with consumers, promoting and providing quality services, and supporting full participation of consumers and families in all aspects of community life. She immediately implemented a plan to open a Spanish-speaking division. Presently, this division is successfully serving children and is staffed by Spanish speaking professionals, enabling B.E.S.T to meet the diverse needs in the Hispanic population. Rita's most recent accomplishments are the negotiation of rates with health insurance plans, the contracting with major health insurance groups, Medi-cal Manage Health plans, and the navigation through complex group plans for families to obtain ABA therapy. In 2014, Rita was promoted to VP of Operations and successfully expanded services to underserved cities by opening virtual administration offices to sustain expansion growth.

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

Founder and Chief Executive Officer

Ogo Okoye-Johnson, Ph.D.,

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

Ogo has participated in IB PYP, MYP and DP webinars and workshop. She is also a trained six-year veteran IB Examiner, and thus experienced about the implementation and systems of the IB framework and programs. Ogo will be finished with her training in leading a PYP school in October 2019.

Dr. Okoye-Johnson as an avid multicultural education practitioner, recognizes the essential relationship between the cultural background of students and their academic success. She created programs designed to assist teachers in understanding the various learning styles of their students from a multicultural perspective. She developed and conducts workshops on multicultural education, learning styles, and culturally relevant and responsive pedagogy for K-12 students, college students, teachers and community members. Social justice is the cornerstone of Dr. Okoye-Johnson's various research endeavors in the field of education addressing the academic achievement and health of students. She has published scholarly articles on multicultural education; and on Standard English Learners in journals. Her scholarly research and articles have been cited many times in publications such as Journal of Black Studies, Sage Open, The Sage Handbook of Curriculum, Pedagogy and Assessment, the California State Department of Education Curriculum Frameworks and to justify the successful development and offering of ethnic studies courses to students in the San Diego School District. Dr. Okoye-Johnson is very passionate about eliminating the achievement and opportunity gaps that impede the academic progress of students; and about providing rigorous cutting-edge innovative 21st century education that would ensure that K-12 students graduate college and career ready. Ogo holds a Ph.D. in Urban Services/Urban Education from Old Dominion University in Virginia, with expertise in instructional leadership, curriculum writing and staff development. She is an active long-time resident of the Santa Clarita Valley where she has served on the board and committees of community organizations.

Consultants

ECA is in consultation with the following organizations and professionals:

Charter Schools Development Center (CSDC)

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

Athena Advanced Solutions

Athena partners with organizations to provide strategic planning and business management in the form of full fund accounting, financial and operations consulting, payroll and student data services. With an eye on the ever-evolving Charter School landscape, Athena's team of highly skilled and experienced professionals maintain focus on new regulations and funding requirements to ensure schools are in compliance with Federal, State and authorizer requirements. Through strategic analysis, Athena advises on maximizing revenues, increasing

efficiency, proper allocation of resources and best practice solutions tailored for each organization.

Charter Asset Management, (CAM)

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

Phil Evans

International Baccalaureate Organization

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

California Association of International Baccalaureate World Schools (CAWS)

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

Young, Minney and Corr LLP, The Charter Law Firm

Young, Minney and Corr (YM&C) is proud to be California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

Randy Conrad, Real Estate Broker

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

Delane Engineering

Delane Engineering delivers a comprehensive range of civil engineering services. Its portfolio includes Land Development projects for private, public, and institutional clients, and Public Works Capital Improvement and Transportation projects that involve delivering Plans, Specifications, and Estimates (PS&E). Its unique, business-oriented approach identifies applicable and relevant issues, weaving the client's business considerations into strategic solutions. Delane focuses on both immediate and long-term ramifications of alternate courses of action, utilizing a dedicated and creative interdisciplinary approach to problem solving.

Delane provides services in the following areas:

- Public Works
- Transportation
- Land Development
- Stormwater Management
- Storm Water Treatment
- Utility Design
- Design/Build
- Permit Acquisition
- 3D Modeling/BIM
- Program & Construction Management

Element 1: Description of the Educational Program

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

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

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

Mission

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

Core Values

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

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

Core Principles

Eagle Collegiate Academy plans to do the following:

1. Inspire each student to develop academic excellence through exposure to a well-rounded, challenging and innovative curriculum in a nurturing and attractive environment that will ensure that graduates are prepared to succeed at the collegiate level.
2. Develop self-esteem and a sense of self-worth in our students.

3. Provide our students with various opportunities to cultivate their academic, moral, social, creative, athletic, and technologic excellence.
4. Provide our teachers with diverse occasions for continued professional growth to ensure the highest quality of pedagogy.
5. Cultivate a sense of unity and respect among students, faculty and parents.
6. Develop students who are aware of the global community and a responsibility to make contributions to society.

Eagle Collegiate Academy scholars are EAGLES

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

Vision

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

Rigorous College Preparatory Emphasis

Eagle Collegiate Academy will offer a robust college preparatory program with rigorous honors, 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 plans to become an International Baccalaureate 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 has started the process of becoming an IB school with the support of the IB schools' development division. ECA has submitted the School Information form and has been granted an IB profile and access to IB portal and resources. ECA has started the application process which will be submitted upon ECA charter petition approval. Once an IB PYP or MYP application is approved, trial implementation begins in the first year of the schools' candidacy, except for the Diploma Program that receives two years of candidacy without trial implementation. All IB PYP and MYP candidate schools in the trial implementation phase participate fully in all IB programs with access to all IB instructional materials and support. IB candidate schools do not have to wait to be authorized to participate fully in all IB programs according to the information posted on IB website about IB authorization process.

Literacy Competence Develops Life-Long Learners

Literacy is the ability to read, write, speak and listen in a way that allows you to communicate effectively. Literacy empowers individuals to understand and apply the literacy skills of speaking, reading and writing effectively in every facet of life. Literacy competence opens a wide panorama of opportunities for people to live a successful life. It is imperative, therefore that students must master the skills and strategies needed to comprehend content reading, build strong vocabularies, write and communicate effectively. The Common Core Literacy Standards significantly emphasize that teachers of all subjects and grades teach reading, writing, listening, and speaking skills. It is important to embed foundational literacy instruction across the curriculum that will develop the love for learning and the skills to become independent life-long learners. ECA's keys to literacy program is robust and will be infused in all our content areas and enrichment programs through the use of its graphic organizers and tools that enhance literacy across all the content areas.

Teacher Common Planning Time and Teaming

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

Diverse Enrichment Courses and Activities for The Whole Child

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

Parent and Community Partnerships

Eagle Collegiate Academy will create a welcoming school culture where parents and community partners are seen as integral members of the school community. ECA will work collaboratively with parents and community members to ensure the success of ECA scholars by providing opportunities to involve all stakeholders in decision-making and implementation of school programs. ECA has partnered with some organizations, and will continue to seek opportunities to partner with local, state, national and international organizations that could provide site and virtual internships and mentorships for ECA scholars. Hence, ECA plans to be located centrally for easy access to local businesses and community organizations. We have included letters of support from Senator Scott Wilk representing our 21st Senate District, and these organizations City on a Hill Church, OZED and the Coalition of Korean Churches in Presbyterian Church of America, three out of the many organizations we have partnered with, and we will continue to collect letters of support from the others. **Please see Appendix O for copies of these letters.**

Target Community Outreach

Members of our community have demonstrated strong support for Eagle Collegiate Academy. ECA understands the power of family and community engagement in sustaining the success of schools. We know that our families and community are true assets to our school, and will strive to maintain deep and on-going community partnership in order to ensure and sustain our long-term success. We will work diligently to make families and the community feel welcome and appreciated at ECA, and to partner with them to ensure that our students reach their goals. ECA has actively tackled the critical work of building community support, and has created channels for feedback that allow the community to have a voice in the school via our social media sites (Facebook and Twitter), our website and our meetings.

We have conducted and attended various individual, small, medium and large group meetings with parents and community leaders including meeting with city and State representatives in order to share information and to get feedback about ECA program at various locations in the

community, including local community centers, churches and schools to ensure that meetings are accessible to all families. These meetings were held in Agua Dulce and other communities we are expecting our families to come from such as Canyon Country, Valencia, and San Fernando Valley. We will continue to host and attend community meetings and events because we believe in effective collaboration and ongoing communication with our parents and community members.

Here is a sample of community events and meetings ECA team attended:

1. ECA team attended the Kids Expo in Santa Clarita in the Fall of 2018 to share information and signed up parents with intent to have their students attend ECA. We plan to attend the upcoming Kids Expo in the Fall of 2019.
2. ECA team attended the Cowboy Festival in the late Spring of 2019 and will do so again in the Spring of 2020 to share information and signed up parents with intent to send their students to ECA.
3. ECA team attended a Canyon Country Advisory Council meeting and shared information about ECA and took questions. The attendees were very supportive of the education choice ECA would provide for the community and the potential job and business opportunities ECA would also bring to our community. ECA received requests from potential teachers during this presentation.
4. ECA team has attended city council meetings and events where state and US representatives were present and shared information about ECA with the council members, state and US representatives.
5. ECA has attended local community organization meetings and events to share information.
6. ECA plans to attend more events to share ECA information with attendees such as the Santa Clarita Fine Craft Show in November 2019

The feedback from our outreach efforts including engaging with attendees at community meetings and events show that residents want educational options for their children, more opportunity for their children to access college and jobs after high school graduation, and are concerned that their voices are not being heard. The feedback demonstrates strongly an obvious need for ECA that could also be seen from the letters of support from some community organizations in Appendix O.

With charter approval, ECA team will continue to build on the momentum of our community engagement by holding recruitment fairs in both the Antelope and Santa Clarita valleys immediately after approval of our petition. ECA team is also partnering with several local businesses that will provide the school's needed services and in turn enhance our local economy.

Target Student Population

Eagle Collegiate Academy will seek to enroll a student population that is diverse and reflective of the Acton-Agua Dulce Unified School District and surrounding areas including Hispanic, Asian, African American, socio-economically disadvantaged, English Learners (ELs) and students with disabilities. AADUSD’s demographics found in the AADUSD 2018-19 LCAP Update adopted by AADUSD Board of Trustees, approved by the Los Angeles County Office of Education (LACOE) and posted on LACOE’s website are as follows: 52% White, 43% Hispanic, 5% other, 52.6% socio-economically disadvantaged, 15.3% English Learners and 13.1% Special Education. The table below illustrates the demographics of the AADUSD student population described above.

AADUSD Demographics

Sub-group	Percent
White	52%
Hispanic	43%
Other	5%
Socio-economically Disadvantaged	52.6%
Special Education	13.1%
English Learners	15.3%

Source: AADUSD 2018-19 LCAP Update, June 28, 2018

Population: The population of the surrounding areas of the Santa Clarita Valley and the Antelope Valley (AV) is very diverse, has grown rapidly and will continue to grow according to the California Department of Finance, the US Census Bureau and the 2015-2035 forecasts from the Southern California Association of Governments (SCAG). The population of SCV has grown by 43.3% between 2000 and 2018 which is higher than the Los Angeles County rate of 8% according to SCAG, May 2019 report. During the same period, the Asian population doubled with an increase of 5.7% from 5.1% to 10.8%; the Black population also doubled with an increase of 2% from 2% to 4%; the Hispanic population in SCV increased by 11.7% from 20.5% to 32.2%; the American Indian or Alaska Native population remained at 0.3%; other Non-Hispanic population group increased by 1.6% from 2.8% to 4.4%; and the White population decreased by 21% from 69.3% to 48.3%.

The population demographics of SCV in 2018 according to SCAG, are as follows: 48.3% White, 32.2% Hispanic, 10.8% Asian, 4% Black, 0.3% American Indian and 4.4% other. The 2018 demographics of Palmdale according to SCAG is as follows: 22.1% White, 58.6% Hispanic, 4.3% Asian, 12.3% Black, 0.5% American Indian and 2.2% other. The 2018 demographics of Lancaster according to SCAG is as follows: 32% White, 39% Hispanic, 4.1% Asian, 21.3% Black, 0.2% American Indian and 3.4% other. A comparison of the 2018 demographics of Santa Clarita Valley, Palmdale and Lancaster depicts the diversity of their residents as seen in the table below.

2018 Population Demographics

Sub-group	SCV %	Palmdale %	Lancaster %
White	48.3%	22.1%	39%
Hispanic	32.2%	58.6%	32%
Asian	10.8%	4.3%	4.1%
Black	4%	12.3%	21.3%
American Indian	0.3%	0.5%	0.2%
Other	4.4%	2.2%	3.4%

Source: Southern California Association of Governments, SCAG 2018

The demographics of the population of the Antelope Valley and the Santa Clarita Valley are increasingly becoming more diverse as seen from the table above. The minority population, especially the Hispanic, Asian and African American population, continues to grow because of the continued construction of various types of residential homes in the area that has attracted families from all ethnicities and racial backgrounds.

English Learners: English learners, ELs, are the fastest growing student population in U.S. public schools especially in California. California has the greater share of ELs. Standard English Learners (SELs) also exist in remarkable numbers in US schools. Standard English Learners are ethnic minority native speakers of English whose mastery of the “standard English language” used in the curriculum of schools is limited due to their use of ethnic-specific nonstandard dialect. There are African American SELs, American Indian SELs, Hawaiian American SELs, and Mexican American SELs. These students were born in the United States and grew up speaking English as their first and sometimes only language, thereby distinguishing SELs from English Learners who were usually not born in the United States and grew up speaking another language other than English as their first language (Okoye-Johnson, 2011).

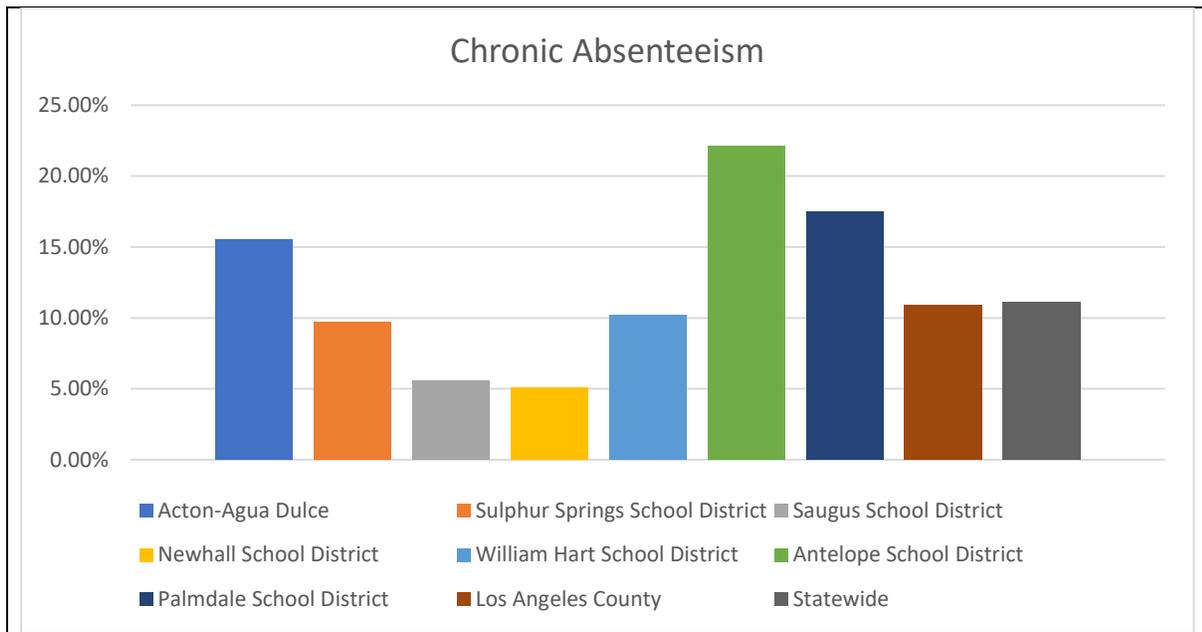
Research in language development highlights language as a tool that allows the individual access to basic civil rights and opportunities in the areas of politics, economics, and education. A correlation exists between proficiency in the use of Standard English and academic achievement. LeMoine (1999), indicated that SELs could attain mainstream literacy through practices similar to second language acquisition.

Given the significant cultural and linguistic diversity among the residents of our community, ECA’s goal is to eliminate institutional obstacles that impede the academic achievement of all students, including students from all subgroups and socioeconomic backgrounds including English Learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students.

Chronic Absenteeism: Chronic absenteeism in AADUSD and in most of the Santa Clarita Valley and Antelope Valley school districts is high especially when compared to the Los Angeles County and State averages as documented in the Fall 2018 California School Dashboard, the 2017-18 California Department of Education’s (CDE) DataQuest and Ed-Data. The 2017-18 chronic absenteeism rate in AADUSD is 15.5%, 22.10% in the Antelope Valley Union School District, 17.5% in the Palmdale School District and 10.2% in the William Hart School District. The 2017-18 chronic absenteeism rates of 9.7% in Sulphur Springs School District, 5.6% in Saugus School District and 5.1% in Newhall School District are within the medium range. The average chronic absenteeism rate in Los Angeles County is 10.9% while the State’s rate is 11.1%.

Further investigation of the chronic absenteeism data by subgroups shows that the 2017-18 chronic absenteeism rate in AADUSD for African-American students is 20.9% while the rate for the Hispanic students is 27.5%. Both rates are very high. This pattern of very high chronic absenteeism by the socioeconomically disadvantaged students and the minority sub-groups is replicated in the surrounding school districts as well.

The California School Dashboard documents that chronic absenteeism rates of more than twenty percent are considered very high, ten to twenty percent are high, five to ten percent are medium, 2.5 percent to five percent are low, and very low are 2.5 percent or less.



Source: California Department of Education DataQuest- 2017-2018 Absenteeism Data

Academic Achievement: The disparity in the academic achievement of students from different socioeconomic, racial and ethnic backgrounds has been reported extensively in the United States based on the results of various research studies examining the standardized and school level test results of US students.

According to California Department of Education’s California Assessment of Student Performance and Progress (CASSPP) data reported by Ed-Data, 2017-18 CAASPP ELA/Literacy results for economically disadvantaged students(EDS) who met or exceeded the standards (levels 3 and 4) in the Antelope Valley and Santa Clarita Valley school districts are 36.9% in AADUSD, 34.2% in Antelope Valley Union High School District (AVUHSD), 27.7% in the Palmdale Elementary School District, 52.5% in the Sulphur Springs Union school district, 54.7% in William S. Hart Union High School District, and 40.1% average in Los Angeles County (<http://www.ed-data.org/county/Los-Angeles>).

Also, the California Department of Education’s California Assessment of Student Performance and Progress data reported by Ed-Data, for 2017-18 CAASPP Mathematics results for economically disadvantaged students who met or exceeded the standards (levels 3 and 4) in the Antelope Valley and Santa Clarita Valley school districts are 26.8% in AADUSD, 10.5% in Antelope Valley Union High School District (AVUHSD), 17.8% in the Palmdale Elementary School District (PESD), 39.6% in the Sulphur Springs Union School District (SSUSD), 33.8% in William S. Hart Union High School District (WHUHSD) and 28.5% average in Los Angeles County (<http://www.ed-data.org/county/Los-Angeles>). The table below illustrates the performance level of the economically disadvantaged students described above.

2017-18 EDS CAASPP Results

District	ELA	MATH
AADUSD	36.9%	26.8%
AVUHSD	34.2%	10.5%
PESD	27.7%	17.8%
SSUSD	52.5%	39.6%
WHUHSD	54.7%	33.8%
LA County	40.1%	28.5%

Source: CDE Ed-Data website

These results demonstrate that about 70% of the economically disadvantaged students in the Santa Clarita and Antelope Valley school districts are performing at below standards. The performance level of AADUSD, AVUHSD and PESD economically disadvantaged students are below that of the Los Angeles County average. The statistics described above categorically show

that the target population will benefit tremendously from an educational program that will address the identified gaps.

College Readiness: According to the four-year adjusted cohort graduation rate (ACGR) data on CDE website reported by Ed-Data, the percent of graduates who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better in the high school districts in Antelope and Santa Clarita valleys in 2017-18 range from 20.1% in AADUSD, 33.4% in Antelope Valley Union High School District to 50.9% in William S. Hart Union High School District, and a 56.2% average in the Los Angeles County (<http://www.ed-data.org/county/Los-Angeles>).

However, the percent of socioeconomically disadvantaged (SED) graduates within the same cohort who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better in the high school districts in Antelope and Santa Clarita Valleys in 2017-18 is much lower and range from 11.8% in AADUSD, 30.1 in Antelope Valley Union High school district to 37.3% in William S. Hart Union High school district, and a 52.6% average in the Los Angeles County (<http://www.ed-data.org/county/Los-Angeles>).

AADUSD SED percent is almost twice lower than the overall percent of graduates who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better in the high school districts in Antelope and Santa Clarita valleys in 2017-18. Additionally, percent of SED graduates in SCV and AV who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better is remarkably lower than the county average.

These results demonstrate that over 50% average of high school students in the Santa Clarita Valley and Antelope Valley school districts are not completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better.

College Enrollment: On July 11, 2019, the first ever College-Going Report (CGR) that depicts the college enrollment of California public high school graduates was released. The CGR which is found on the CDE's DataQuest breaks down college enrollment at the state, county, district, and school levels by student group and postsecondary institutions.

The CGR documents that 64.4% of California public high school graduates enrolled in college within 12 months of leaving high school in 2017-18. The demographics of these enrollees are 83.9% Asian, 70.4% white, 59.7% African American, 58.7% Pacific Islander and 57.6% Hispanic/Latino.

The CGR shows that the 2017-18 college enrollment rate in the high school districts in Antelope and Santa Clarita valleys range from 55.8% in AADUSD, 60.8% in Antelope Valley Union High School District to 75.6% in William S. Hart Union High School District, and a 61.9% average in the Los Angeles County. AADUSD and AVUHSD rates are lower than the Los Angeles County rate while AADUSD, AVUHSD and the Los Angeles County rates are lower than the State college enrollment rate of public high school graduates.

However, socioeconomically disadvantaged (SED) college enrollment rate is much lower in the high school districts in Antelope and Santa Clarita valleys and range from 52.2% in AADUSD, 59% in Antelope Valley Union High School District to 65.6% in William S. Hart Union High School District, and a 56.8% average in the Los Angeles County.

A December 2018 report entitled “Where California High School Students Attend College” published by the Policy Analysis for California Education (PACE) based on an ongoing research collaboration between CDE and University of California, Davis using data from the National Student Clearinghouse, shows what type of college California high school students are enrolling in. The PACE report shows that 26% enroll in a four-year college while 37% of these high school graduates enroll in a two-year college. A further breakdown from the report shows that 28% enroll in public four-year campuses in-state (18% at CSU, 10% at UC) while 57% of these high school graduates enroll in public two-year in-state community colleges. 4% enroll in private in-state colleges at predominately four-year institutions while 11% of these high school graduates enroll in out-of-state institutions. In 2017-18, over 35% of all California high school graduates enrolled at a community college, while 12% enrolled at a CSU and about 7% enrolled at a UC campus.

The CGR and the PACE report show that most of the public high school graduates enroll in community colleges. The percent of socioeconomically disadvantaged students who enroll in community colleges is higher than the percent that enroll in four-year colleges. 37% SED students enroll in two-year colleges while only 18% enroll in four-year colleges. On the other hand, about 50% non-SED students enroll in out-of-state four-year or in-state colleges.

This finding correlates with the rate of graduates who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better because since a low number of students are completing the required UC and or CSU entrance courses, not many are attending the UC or CSU universities.

Eagle Collegiate Academy as a charter school is open to any California resident who chooses to enroll at the Charter School. It is important that our community addresses the educational needs and outcomes of all its residents from all ethnicities and socioeconomic backgrounds. ECA intends to serve students of all ability levels from all social and economic groups including

gifted, students with disabilities and English Learners in a vibrant multicultural learning environment.

Graduation Rate: The disparity in the graduation rates among student subgroups also continues despite the increase in national graduation rates. According to *Education Week's* Diplomas Count, "long-term trends" show that the 2014 graduating class from "historically disadvantaged racial or ethnic groups and those with distinct educational needs are much less likely to finish high school." The graduation rates of Latino, African American and Native American students are behind that of their white counterparts. However, "coherence and diversity" in the programs offered in high schools have been instrumental in the graduation rates increase indicated in the Diploma Counts 2016, report:

There is a growing recognition that attempts to create a single, one-size-fits-all school model are likely to result in frustration or failure. Rather, any number of strategies may prove effective, provided they take a thoughtful approach to coordinating various elements of policy and practice and are also grounded in a deep understanding of youth development. While all high schools should be great, they do not all need to be great in the same way.

All the data and results discussed above demonstrate the compelling and apparent need for a college preparation school such as ECA is proposing in order to create more opportunities for all students from all subgroups and socioeconomic backgrounds including English Learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students to access the courses needed to be successful in college, especially at the CSUs and UCs.

Community Need for ECA

Based on the demographic, academic, chronic absenteeism, college readiness and high school graduation data and results discussed above, ECA is likely to serve a high number of English Learners and about 52% of our students are likely to be socioeconomically disadvantaged. Additionally, there will be a significant number of students with special education needs, anticipated at 13% to mirror the District's percentage.

The achievement rates discussed above also demonstrate that there is significant opportunity to improve student outcomes in our community. ECA founding team believes that when provided an engaging, personalized and researched-based instructional program, all students in all subgroups and socioeconomic backgrounds including English Learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students can achieve at high levels. ECA's charter petition describes the

research-based methodologies and approaches that will stimulate our students and ensure that our students meet the goals and student outcomes described in great details in element 2.

Our students will be varied in proficiency levels and come with myriad needs, however ECA is designed to meet the needs of all students. Regardless of home language, household income, previous school performance, or special need, ECA welcomes every student and is determined and humbled to help eliminate the academic and opportunity gaps that exist in our community schools described above by providing access to a high quality education that students deserve and are entitled to.

Needs and Challenges of Target Population

English Learners: ECA's instructional program will address the significant academic needs of EL students in order to ensure for the academic and social success of EL students. Some of English Learners' needs and challenges include needing to learn English while simultaneously learning academic content, and transitioning to a new culture and community. English Learners are a diverse group of students with varying backgrounds, experiences, cultural contexts, academic proficiencies, and levels of English proficiency. Newcomers (English Learners arriving to the U.S. within 18 months of enrollment), will experience many of the same challenges as other English Learners but their English proficiency is often lower than that of other English Learners. ECA's highly personalized, hands-on learning environment, coupled with the use of culturally relevant teaching, will offer English Learners and newcomers rich, individualized opportunities to develop both their English skills and academic content knowledge, as described in more details in the plan for serving English Learners section of our petition.

Students with Disabilities: All students with disabilities will be fully integrated into the programs at ECA to the extent possible, with the necessary materials, services, and equipment to support their learning. ECA will ensure that any student with a disability is properly identified, assessed and provided with necessary services and support. All teachers will receive ongoing professional development regarding special education policies, strategies for working with learning, physical and other differently abled students, and classroom practices that support students with diverse learning styles and abilities.

Socio-Economically Disadvantaged Students: ECA teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and distinct families' challenges to meet their student's needs. Through our Student Success Team ("SST") process, ECA will identify students and their families who might need additional resources or supports, including referrals to community service organizations.

For example, socio-economically disadvantaged students’ families may not be able to comply with the early pick up time of most local public schools. In order to address this challenge, ECA will offer a whole day program with a before and after school program from PreK upward so that parents will be able to drop-off their children starting at 7:00 a.m. and pick them up after school until 5:50 p.m. on most school days, both to best serve our students’ needs and accommodate working families.

ECA will also participate in the federal Free and Reduced Price Meal program, so that no ECA student will go hungry during the school day. ECA believes staunchly that the income level of our students and their families is not determinative of their academic ability or life potential. ECA students who are socioeconomically disadvantaged or academically low achieving or struggling with learning differences or are identified as English Learners, can and will meet their academic goals, and we have designed a program meant to support all learners.

The supports that ECA plans to offer to all of our students will bolster the academic gains of students from all income levels. ECA program is based on highly successful schools across the country that repeatedly prove that income does not determine ability as seen in the IB college attendance research discussed below. Poverty is not determinative of ability. ECA will utilize strategies described here and in other sections of this petition to ensure that our socioeconomically disadvantaged students have an uninterrupted opportunity to fulfill their academic potential.

The table below displays examples of some of the supports to be offered to accomplish closing the achievement and opportunity gaps of all students, including the socioeconomically disadvantaged.

Supports for Socio-Economically Disadvantaged Students	
Support	Targeted Grade Levels
Before and After School Tutoring (recommended but voluntary)	TK-8
Free Breakfast	TK-8
Access to Technology (before, during and after school)	TK-8
Instruction on Financial Preparedness for Life and College	7-8
Access to Reading Resources for the Home	TK-8
College Counseling and College Readiness Courses	6-8
Financial Assistance for PSAT 8/9 Exams	8

PSAT 8/9 Tutoring	8
College Tours	7-8
After School Activities	PK-8
After School Snacks (ASES and other grants)	PK -8

Students in Other Subgroups: Students from other subgroups who enroll at ECA will be supported with the same enthusiasm and commitment as the subgroups described above. Upon enrollment and registration, ECA will identify students who are foster youth, homeless, or facing other hardships. ECA will work collaboratively with these students’ families, our teachers, and social service/community support entities to ensure that these students are provided with the necessary services to thrive at ECA. Appropriate interventions, modifications, accommodations, and supports will be provided to these students so that they will be college and career ready upon graduation from ECA.

Public School Alternatives

Eagle Collegiate Academy has conducted significant research in our community regarding the demand for additional public school options in our community. Our conversations with community leaders, families and students during the informational meetings, community meetings and events we either held or attended, show an on-going compelling demand for Eagle Collegiate Academy due to very limited alternative options for public education in our community as well as due to the quality of ECA’s programs.

Eagle Collegiate Academy plans to attract families who are seeking an alternative seat-based in-school education option that is rigorous but personalized. ECA will fulfill the need for a high performing all-inclusive prekindergarten through eighth grade seat-based school– a place for students transitioning from area private schools, home schooled students, and students seeking a school of choice. ECA’s thematic focus of research based rigorous, literacy infused and 21st century global academic program in a diverse and multicultural setting using project-based innovative pedagogy will provide students in the neighborhood and surrounding areas with a rich environment for 21st century college and career readiness highlighting academic programs and career technical education classes based on student and community interests and needs, with the end result of improved student achievement.

Pre-Kindergarten: Many studies have documented the benefits of preschool attendance especially for socioeconomically disadvantaged children. Children who completed preschool tend to be more ready for school because they acquire more social-emotional, literacy and numeracy skills than the children who do not attend preschool. In addition to the immediate effect of preschool completion, some studies also document evidence of long-term impact of

preschool completion. Ansari, A. and Pianta, R. C. (2018) concluded that when children attended a high quality elementary school right after completion of preschool, the academic benefits of preschool were sustained through the end of fifth grade unlike their peers who sustained less than one quarter of these benefits when they attended a low quality elementary school. The researchers used data from the Early Childhood Longitudinal Study based on 1998 cohort of 15, 070 kindergarteners to determine that a quality elementary school program sustains the academic benefits of preschool completion.

Gormley, W. T., Phillips, D. and Anderson, S. (2018) went further and were able to determine that the academic benefits of preschool attendance persisted into middle school. The researchers using a longitudinal study of Tulsa's state-funded pre-K program found that middle school students who participated in the program tended to enroll in honors courses and scored higher on math assessments.

Meloy, B., Gardner, M., and Darling-Hammond, L. (2019) identified the following elements that preschool programs that succeed in preparing children for school have:

- Sufficient learning time and small class sizes with low student-teacher ratios
- Well-prepared teachers who provide engaging interactions and classroom environments that support learning
- Ongoing support for teachers - coaching and mentoring; providing actionable feedback to improve instruction
- Program assessments measuring classroom interactions quality, and research-based, developmentally appropriate standards and curricula;
- Assessments that consider children's academic, social-emotional, and physical progress;
- Meaningful family engagement

IB Programs:

The effectiveness and benefits of all IB programs have been documented via various research studies. An externally conducted study by Healer, M.I. (2013) compared the science performance of 50 PYP and MYP students with that of their 50 non-IB peers on the science portion of the Colorado Student Assessment Program (CSAP). Healer found that IB students performed significantly better on the CSAP than their non-IB peers at the 5th, 8th, and 10th grade levels.

Another study by Wade, J.H and Wolanin N.L. (2015) compared MYP and non-MYP students' participation and performance in high school and found that:

- Previous enrollment in MYP increases students' likelihood of participation in college preparatory coursework and achievement of college-ready scores on AP/DP exams.
- MYP enrollment contributes in particular to achievement of more college-ready scores (4 or higher) on DP exams.

A compelling research by the International Baccalaureate, IB, Global Research's Gordon, M., VanderKamp, E., and Halic, O. in 2015, concluded that Diploma Program, DP, students in Title 1 and non-Title 1 schools perform at the same level, and that achievement for low-income DP students in Title 1 schools is only 3% lower than their peers. However, the same students' performance is 33% higher than low-income students in non-IB public schools. For African American DP students in Title 1 schools, 85% enroll in college immediately after graduation. This is the highest rate for postsecondary enrollment among the study's ethnic groups. Hispanic DP graduates from Title I schools have an enrollment rate of 82%.

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

ECA founding team is confident that our proposed IB embedded college and career preparatory instructional program will increase the rate of 12th grade graduates who complete all the courses required for University of California and/or California State University entrance with a grade of "C" or better, and the college attendance rate of all its students, especially the specific rates of the Hispanic, African American and socio-economically disadvantaged students.

Our program will ensure that ECA scholars are not only prepared to compete globally in any field of their choice, but also are prepared to become skilled employees for the local industries. The predominant industries found in the Santa Clarita and Antelope Valleys are in Aerospace, Biomedical, Entertainment and Technology. ECA founding team has received feedback through our robust outreach efforts that there is a strong desire from our community members to have a school that not only provides a rigorous academic curriculum, but also recognizes and incorporates the rich and diverse cultural heritage of the community members in a safe and personalized learning environment.

Students can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment. ECA will offer students in our community and surrounding areas the opportunity to attend a high-achieving, self-governed PreK to 8th public charter school; and to benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused independent vertical articulation public charter school and a learning center that will be a source of community pride. ECA will continue to conduct a vigorous outreach program in order to recruit the student body described above.

ECA's Projected Enrollment and Growth

Eagle Collegiate Academy anticipates opening with approximately 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 (<http://www.ed-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.

The table below represents ECA enrollment projection.

ECA 5-YEAR PROJECTED ENROLLMENT / STAFFING					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Pre-K (4yrs)	15	15	15	15	15
TK/Kindergarten	48	48	48	48	48
1st grade	48	48	48	48	48
2nd grade	48	48	48	48	48
3rd grade	24	48	48	48	48
4th grade	0	24	48	48	48
5th grade	0	24	48	48	48
6th grade	0	0	25	50	50
7th grade	0	0	0	50	50
8th grade	0	0	0	0	50
9th grade	0	0	0	0	0
10th grade	0	0	0	0	0
11th grade	0	0	0	0	0
12th grade	0	0	0	0	0
Total PK-12	183	255	328	403	453
Total TK-12	168	240	313	388	438

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

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

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

21st Century Student Outcomes:

1. Content Knowledge and 21st Century Themes

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

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

2. Learning and Innovation Skills

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

3. Information, Media and Technology Skills

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

4. Life and Career Skills

The Life and Career Skills from P21 are

- Flexibility and Adaptability
- Initiative and Self Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

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

21st Century Support Systems

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

How Learning Best Occurs

Eagle Collegiate Academy’s unique instructional design is founded on the paradigms below about how learning best occurs. The mission and vision of ECA are embedded in its educational design. ECA instructional design is grounded on research and reflects best practices of how learning best occurs.

There is documented evidence of the benefits of preschool attendance especially for socioeconomically disadvantaged children because of they acquire more social-emotional, literacy and numeracy skills that make them readier for school than the children who do not attend preschool. There is also evidence that preschool completion is sustained when the students attend a high quality elementary school (Ansari, A. and Pianta, R. C. 2018). Middle school students who attended preschool also tended to enroll in honors courses and scored higher on math assessments according to Gormley, W. T., Phillips, D. and Anderson, S. (2018).

According to Meloy, B., Gardner, M., and Darling-Hammond, L. (2019), successful preschool programs have the following elements:

- Sufficient learning time and small class sizes with low student-teacher ratios
- Well-prepared teachers who provide engaging interactions and classroom environments that support learning
- Ongoing support for teachers - coaching and mentoring; providing actionable feedback to improve instruction
- Program assessments measuring classroom interactions quality, and research-based, developmentally appropriate standards and curricula;
- Assessments that consider children's academic, social-emotional, and physical progress;
- Meaningful family engagement

Healer, MI conducted a study in 2013 based on the science portion of the Colorado Student Assessment Program (CSAP) and concluded that IB PYP and MYP students performed significantly better on the CSAP than their non-IB peers at the 5th, 8th, and 10th grade levels.

Wade, JH and Wolanin NL (2015) compared MYP and non-MYP students' participation and performance in high school courses and concluded that previous enrollment in MYP increases students' likelihood of participation in college preparatory coursework and achievement of college-ready scores on AP/DP exams. MYP enrollment contributes in particular to achievement of more college-ready scores of 4 or higher on DP exams.

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

Additionally, Coca, V., D. Johnson, and T. Kelley-Kemple in a 2011 research about the postsecondary experiences of Chicago Public Schools graduates also found that DP graduates enrolled in colleges upon graduation, persisted for two years in college, were confident in their academic abilities, and kept up with their peers. Chicago Public Schools IB program have

transformed students from economically and socially disadvantaged backgrounds into world-class learners with excellent academic skills according to Johnson and Kelley-Kemple.

ECA hopes to accomplish similar or better results for our students, especially since ECA expects to enroll Title 1 students in all subgroups, including English Learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students. ECA will implement the following paradigms that focus on enabling students to become self-motivated, competent and lifelong learners.

High Expectations Produce High Achievement

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

Immediate and Ongoing Targeted Intervention and Support Lead to Mastery Learning

Eagle Collegiate Academy acknowledges that some students will require specific supports to access and harness their learning. Students who have mastered expected concepts would be given opportunities to apply their knowledge at deeper levels. Students who come to ECA lacking prerequisite knowledge, will be provided the foundational knowledge and skills to accelerate their learning. Teachers at ECA will provide students with appropriately challenging lessons and interventions to support each student. ECA instructional design has a variety of embedded structures such as variable use of instructional time and targeted intervention that allow students and teachers to personalize learning experiences and ensure that all students achieve at high levels. Educational theorist Lev Vygotsky (1978) in his Zone of Proximal Development theory asserts that optimal learning takes place in the "distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers." This is the zone where cognitive change happens. In this zone the disparity between what students can achieve with scaffolding and what they can achieve alone is bridged. Teacher feedback and student corrective actions based on the feedback, a mastery learning strategy (Bloom 1971 Block, 1971) help to bridge the gap. Applying mastery learning as a teaching strategy helps students achieve higher learning and better academic performance.

Personalization and Relevancy of Instruction

Eagle Collegiate Academy's teachers will utilize project based and problem-based pedagogy in order to personalize and make learning culturally relevant for scholars. Project and problem-based learning enables teachers to differentiate learning experiences for students so that learning can be customized and made relevant for each student. ECA scholars will take

ownership in their own learning by choosing an area of interest, planning, researching, developing in-depth study analysis of the topic and publishing the finished product through a chosen media.

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

The Academic Center

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

Curriculum and Instructional Design

Eagle Collegiate Academy curriculum is a rigorous college preparation curriculum that is grounded primarily on the state content standards, including the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, History-Social Science Content Standards, and any other applicable state content standards (hereinafter, collectively "State Standards"), and 21st Century student outcomes. It covers all the required core subjects: English, Mathematics, Social Studies and Science as well as world languages, Technology and computer instruction, visual and performing arts, practical arts, health, physical education, leadership and service learning. ECA's goal is to ultimately offer an appropriate and personalized PreK-12 academic and extracurricular programs that are

differentiated to meet students' unique and individual needs in an on-going vertical articulation from one grade level to the next designed to develop and sustain literacy across the disciplines.

ECA's instructional design is a combination of subject-centered, learner-centered and problem-centered curriculum designs ensuring that the required subjects are taught while empowering learners to have a voice and to take ownership in shaping their education in an authentic learning environment because students are exposed to real-life issues, which help them develop skills that are transferable to the real world. By incorporating the three curriculum designs, ECA balances the mostly rigid structure of subject-centered curriculum designs with the innovation, differentiation, creativity, attention to students' learning styles and real life relevancy of the learner-centered and problem-centered curriculum designs that enhance student engagement and motivation. (Schweitzer, 2017)

ECA's instructional design is developed to nurture and develop the whole child. As a result, ECA's instructional design includes strategies that expose students to all the content areas and allow students to choose the courses that suits them best while providing them with the socio-emotional supports needed to thrive and be successful. ECA's instructional design effectively interweaves and incorporates these instructional strategies: keys to literacy, project-based models, and personalized learning plans ("PLP") within the research based IB framework in order to meet its mission of empowering students to become self-confident, egalitarian and authentic global citizens prepared for 21st century careers and responsibilities.

ECA's curriculum and instructional design provide students, especially those from the under-represented population with a variety of successful research based learning paradigms that will allow them to equitably and successfully access instruction regardless of their socio-economic, cultural, and linguistic backgrounds. ECA will use research supported learning paradigms, strategies and approaches discussed below to accomplish its instructional design.

Focus on Rigorous Literacy Embedded Instruction

Eagle Collegiate Academy will prepare all scholars to be successful in the PYP and MYP so that they will be successful in high school and then four-year college or university upon graduation by making sure they develop the knowledge, skills, mindsets and networks necessary to graduate from a four-year college/university. ECA students will be prepared to meet the University of California's "a-g" subject requirements in a rigorous and literacy embedded learning environment designed to enable our scholars build a foundation of knowledge that will allow them to pursue more advanced studies in college. ECA will utilize keys to literacy strategies that include literacy rich graphic organizers across all content areas. To encourage and develop each scholar's unique abilities, ECA will create a data-based personalized educational plan, PLP, that empowers to monitor their growth and to develop the knowledge, skills and networks necessary to be successful in a four-year college. Through frequent assessment, goal setting, and support, students will progress through a personalized learning program that addresses their unique needs. ELs and SELs will benefit from a literacy infused curriculum. ECA hopes to be able to help close achievement and opportunity gaps through this emphasis.

Engaged Learning For Independent Leaders, Thinkers and Doers

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

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

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

Transdisciplinary Curriculum with Multicultural and Global Emphasis

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

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

Systemic Development of the Whole Student

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

International Baccalaureate Programs

Eagle Collegiate Academy plans to become an International Baccalaureate school offering the IB Primary Years Program, Middle Years Program and eventually the Diploma Program that is aligned with State Standards. The vertical articulation that the continuum from PYP to MYP and DP will provide for ECA scholars will ensure a systemic student transition to the next grade levels with the entry level skills necessary to be successful at that level. All the IB programs goal is to develop students according to the IB learner profile. IB learners are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. IB PYP, MYP and DP are instilled through the core curricula and elective classes as described below.

ECA IB Continuum Implementation Timeline

Eagle Collegiate Academy plans to open with grades preK-3rd in year 2020-21. Grades 4, 5, 6, 7, and 8 will be added over the next four years. Hence, ECA would have enough time to complete the IB application that automatically leads to IB Candidacy upon application approval, and ultimately to authorization. As a result, ECA's PYP program would be authorized before its first graduating class. ECA has completed the IB PYP application in the MY IB portal which will be promptly submitted upon ECA charter petition's approval. Hence, ECA will be an IB PYP candidate school by its opening in August of 2020.

IB PYP (Grades PreK-5), and IB MYP (Grades 6-10) curriculum is taught through each school's core courses using IB strategies and framework.

Please see the visual representation of the ECA IB continuum implementation timeline from 2020 – 2025 below. The same chart is found in Appendix C.

IB Continuum Implementation Timeline: A visual representation

Implementation Context for 2020-2025

- Eagle Collegiate Academy will open with grades PK-3 (Fall 2020).
- Grades 4, 5, 6, 7 and 8 will be added over the next four years.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
APPLY FOR PYP	 PYP Candidacy Year 1 -Consultant assigned -Trial implementation Grades PK-3	 PYP Candidacy Year 2 -Trial implementation Grades PK-5 -Apply for Authorization	 Authorized Grades PK-5	 Authorized Grades PK-5	 Authorized Grades PK-5
		APPLY FOR MYP	 MYP Candidacy Year 1 -Consultant assigned -Trial implementation Grade 6	 MYP Candidacy Year 2 -Trial implementation Grade 6-7 -Apply for Authorization	 Authorized Grades 6-8 APPLY FOR DP

Primary Years Program

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

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

- A. The written curriculum describes what PYP scholars will learn.
 The five elements of the PYP written curriculum are:
 1. knowledge- both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
 2. concepts- which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
 3. skills- which are the broad capabilities students develop and apply during learning and in life beyond the classroom
 4. attitudes- which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner

5. action- which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.
- B. The taught curriculum explains how teachers will teach PYP.
Collaboration by teachers is critical for PYP teachers. All teachers actively participate in the planning process, defining the curriculum's central ideas, discussing how best to bring inquiry into those ideas in the classroom, and finding ways to meet the needs and interests of every student. All teachers will attend a mandatory IB training before implementing PYP.
- C. The assessed curriculum maps out the guiding which details the principles and practice of effective assessment in the PYP.

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

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

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

Middle Years Program

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

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

design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility. Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups. For students seeking a formal qualification at the end of MYP's Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).

MYP curriculum is organized with appropriate attention to:

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

Diploma Program

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

DP Core

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

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

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

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

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

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

- A – work of an excellent standard.
- B – work of a good standard.
- C –work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

3. Creativity, activity, service is when students complete a project related to those three concepts.

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

The three interconnected strands of CAS are:

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

The six subject groups are:

1. Studies in language acquisition
2. Language acquisition
3. Individuals and societies
4. Sciences
5. Mathematics
6. The arts

There are different courses within each subject group which students choose at both the standard level ("SL") or higher level ("HL"). In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. IB assesses student work as direct evidence of achievement against the stated goals of the DP courses. Student results are determined by performance against set standards, not by each student's position in the overall rank order. HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours. DP students graduate with their IB diplomas upon meeting the requirements of the DP core, the six subject areas, and achieve a minimum score of 24 (out of a possible total of 45). Students can request accommodations based on their 504s and IEPs for any of the IB assessments.

Lower School

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

Prekindergarten

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

Transitional Kindergarten

ECA's transitional kindergarten program will be for any student whose fifth birthday falls between September 1st and December 1st. ECA's TK students will be programmed in the same classrooms as our kindergarteners unless we have enough students to have a pure TK class. ECA TK curriculum will be aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). However, ECA TK program will use the same curriculum as our kindergarten program. As a result, teachers will use the kindergarten curriculum to progressively individualize, differentiate and accelerate learning as needed for transitional kindergarteners and kindergarteners on a continuum. Teachers will use data-driven and age appropriate assessments to differentiate their instruction tailored to meet the specific needs of all the TK and kindergarten students. Frequent monitoring and adjustment of the instruction would help teachers ensure that all students are supported as well as challenged to meet the expected student outcomes while also incorporating the Foundations curriculum goals. Emphasis on ECA whole child model will ensure that strong practices in early childhood language development, fine and gross motor development, and a foundational background in mathematics, science and social studies are embedded in the TK/K curriculum. ECA will ensure that all our TK teachers meet the teacher credential requirements for TK classrooms. Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing ("CTC"), and shall, by August 1, 2020, have one of the following:

1. At least 24 units in early childhood education, or childhood development, or both; or
2. As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
3. A child development permit issued by the CTC.

Team Teaching

ECA will utilize team teaching in grades 3 to 5 of our lower school. Elementary teachers are generally required to teach all the core subjects in a self-contained classroom. However, some elementary teachers are more skilled in some subjects than others and would naturally prefer to teach those subjects they prefer. The teachers may devote more instructional time to the subjects they like and less time to the other subjects. Content-team teaching will empower these teachers to focus on the subjects they are skilled in and allow them to develop creative

ways for their students to access the curriculum in order to increase student engagement and academic achievement.

Research supports that content-team teaching brought about positive academic and social impact for both the teachers and students in content-team classrooms. Gerretson 2008 indicated that elementary content-team teachers become more competent and confident in the subject areas of their strength because they could focus professional development in these subjects. Content-team teachers spend more time with improving their lesson plans because they do not have to plan for multiple subjects. Vertical articulation and collaboration are buttressed because the elementary teachers could plan effectively with the middle and upper schools' content teachers during the provided teacher collaboration and professional development time. Team teachers could learn from each other and share best practices.

Students in turn benefit from teachers who are confident and enthusiastic about their subjects. Content-team teaching is especially beneficial in math and science because elementary teachers generally may not have specialized and deep knowledge in these subjects. Providing students with teachers skilled in the subjects they teach, especially in math and science would help students build the necessary foundation to be successful in subsequent years. English learners also benefit by gaining more exposure to advanced vocabulary and a variety of speech and language patterns as they experience speaking and listening with the two possibly native English speaking teachers (Abdallah, 2009). According to Reid 2012, content-team teaching was beneficial to students and teachers in a southwest Washington elementary school, in many areas than the traditional generalist non-teaming model. A student in the study commented, "I would want to stay in a class that had two teachers because, if you have two teachers, they both watch you and take care of you" (Reid, 2012).

The teachers in each grade level will choose two core subjects they will teach such as mathematics and science, or ELA and social studies. Each team will plan together for the cohort of students (two classes) they share to ensure there is consistency in classroom routines such as expectations for behavior, homework and recess in order to facilitate a smooth transition between both teachers.

Middle School

The middle grades are a period of rapid growth and change for young adolescents, resulting in a great diversity of psychological, social, and physical development. As students progress from the teacher-guided experience in elementary school to a more self-directed program in the secondary school, ECA's secondary program will focus on helping each individual student develop the knowledge and skills necessary to be confident, resilient, and successful learners and leaders within the community.

ECA's program will emphasize student involvement in critical areas that enhance adolescent development: rigorous and engaging academic study through both classroom studies and field experiences, opportunities to deepen physical and social wellbeing through athletics and

advisory programming, creative opportunities offered by the visual and performing arts programs, and various leadership and community outreach opportunities.

ECA will foster an atmosphere in which knowledge means more than the accumulation of basic concepts, skills, and facts. Through a division-wide focus on the skills of time management, ethics, teamwork, creativity, curiosity, and resilience, students will have the opportunity to explore the non-cognitive skills that play a key role in developing a strong academic mindset and lay the foundation for success in the classroom and beyond. In order to meet both individual and group needs, ECA recognizes the value of utilizing multiple approaches in instruction while striving to instill an enthusiasm for learning. The culmination requirements will be developed in collaboration with teachers in the tradition of IB program.

Possible Middle School Electives

Some of the electives that ECA plans to offer at our middle school are described below. The project-based activities increase classroom engagement and excitement, and impel collaboration among students. These courses will be incorporated in our middle school instructional program over time depending on student demand/interest. ECA will survey students to determine student interest and then offer the electives that students are interested in.

Design and Modeling

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation and Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

App Creators

This unit exposes students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and conveys the positive impact of the application of computer science to other disciplines and to society.

Flight and Space

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Please see Appendix G for ECA proposed middle school courses.

The Advisory

The advisory program is a vital approach for developing the whole student, through social and emotional skill development, leadership opportunities, college awareness and connecting each student with the Advisory teacher who monitors the needs and interests of the student. ECA’s advisory program will contribute to a supportive school environment in which every student can reach his or her full potential. Through advisory, student and teachers develop closer relationships, creating a safe space for more personal learning activities such as social-emotional and academic skill-building. College and Career Preparatory Portfolio is one of the programs that will be implemented during Advisory beginning in tenth grade. Involvement and input into student government activities may occur through advisory. Advisory provides students and teachers the time to connect with each other and ensure that students have one adult to serve as a liaison for academic and other issues they seek to resolve. Advisory will be offered to upper school students. Middle school students would participate in sustained silent reading during advisory period. The Advisory period will also be used to provide targeted intervention to identified students.

Personalized Learning Plans (PLP)

Based on various pre- assessment, standardized tests, and ongoing assessment within the class, teachers will be able to support students in developing their own personal learning plans for each of their classes. Students will note the areas of growth and then weekly monitor their progress in meeting their goals with their teachers’ support. Teachers can tailor tutoring sessions, extended learning opportunities, and re-teaching of some concepts based on these plans. These plans could include reinforcement of basic skills through instructional videos and online resources from adopted textbooks and instructional resources. Each plan will include short- and long-term learning objectives for each student, and will be updated regularly with the teacher’s support.

Backwards Design

Eagle Collegiate Academy will use Grant Wiggins’ and Jay McTighe’s acclaimed Understanding by Design model for curriculum planning which are standards-aligned.

There are three phases of planning in the backwards design process:

The first phase is when teachers determine the learning goals of the course or lesson by finding out: What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?

The second phase is when teachers determine acceptable evidence of learning or authentic assessment for those outcomes. General assessment focuses on questions such as: How will a teacher know if students have achieved the desired results and have met the prescribed State Standards, and what is acceptable evidence of student understanding and proficiency such as tests, projects and essays?

The third phase is when teachers plan relevant learning experiences and instruction, with differentiation based on the varied needs of all students. Teachers design the best exercises, questions and problems that will lead to the desired student-learning outcomes. This includes definition of knowledge (know-that), skills, and procedures (know-how) that students ought to master, definition of materials, and definition of learning/teaching activities (scenarios). Teachers should plan activities that ensure students' active participation as well collaboration among students.

Through this planning process, teachers will develop a curriculum map based on State Standards, 21st century outcomes, keys to literacy, IB and other outcomes specific to ECA. ECA Bell Schedule incorporates weekly collaboration/PD time for teachers to receive PD on instructional strategies, and to collaborate on both horizontal and vertical teams.

Classroom Physical Environment

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

Service Learning

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

- Giving students the opportunity to solve real-life problems and make meaningful contributions to the school, local, and global communities.
- Engaging students in learning and applying skills for personal and social responsibility.

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

Students are actively introduced to the challenges and needs of our local and global community through classroom education and special presentations throughout the school year. Grade-level service-learning projects are designed to give students the opportunity to connect their learning with community activism. Projects may include the ECA Adopt-a-Family program, Can food drive, participation in Operation Smile World Tour Day and Puppet Making, feeding the homeless events, work with the Cheetah Conservation Program in Namibia, research on the roots of homelessness and hunger and ways to combat both, and student generated activities. All students in middle school will be required to complete service learning hours outside the school day and submit evidence of such completed hours to their Advisory / SSR teacher.

Instructional Materials

Eagle Collegiate Academy will select and adjust instructional materials based on alignment with the school's standards-based learning outcomes that are consistent with the school's rigorous State Standards-based and 21st century learning outcomes-based curriculum. Materials will be used to support rigorous literacy embedded instruction, International Baccalaureate programs, interdisciplinary lessons, global, multicultural and culturally relevant themes, real world learning projects and other applications of learning. Keys to Literacy books and materials will be used to infuse literacy skills in English classrooms and as well as across other disciplines. International Baccalaureate instructional materials and Advanced Placement textbooks will be used. The IB provides a number of resources for IB World Schools, from professional development opportunities to the organization's online curriculum center ("OCC") for IB educators. ECA's proposed textbooks and instructional materials are:

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

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

Mathematics - *Investigations in Number, Data and Space* by Pearson (Grades K-5)
Dimensions Math® Textbook 6A by Singapore Math, Inc. (Grades 6-8);
CME Project ©2013 *Algebra I* by Pearson;
Pearson Geometry Common Core Edition 2012

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

English Language Development – English 3D by Houghton Mifflin Harcourt; Core5 Reading by
Lexia, and English Language Arts/English Language Development Framework for California
Public Schools K-12

Literacy – *Keys to Literacy*

International Baccalaureate Instructional Materials

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

Rationale For Proposed Course Offerings

Eagle Collegiate Academy will offer a college preparatory program with fidelity in order to meet its mission. As a result, Eagle Collegiate Academy will offer a robust college preparatory program with rigorous honors and IB courses to ensure that ECA scholars graduate with the required skills to be successful in high school, college and chosen career fields.

ECA plans to become an IB world school offering the IB Primary Years Program, Middle Years Program and eventually 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. IB PYP (Grades PreK-5), and IB MYP (Grades 6-10) curriculum is taught through each specific school's core courses using IB strategies and framework. IB Diploma program (11th and 12th) has specific IB curriculum for core subjects. Not all the

elective courses listed and described below will be offered at any given semester. Student demand or request for courses will determine which courses will be offered.

Please see Appendix G for the Prospective Middle School Courses.

English Language Arts (“ELA”)

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

Keys to Literacy strategies will be taught in preK through 12th grade. Keys to Literacy strategies will be infused in the day to day instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. A comprehensive, balanced language arts program in which curriculum and instruction are differentiated according to identified student needs will be provided to all students.

Lower School (Grades PreK - 5)

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

Reading: Reading instruction will incorporate four main components: Shared Reading, Guided Reading, Letter and Word Study and Independent Reading. Within this framework, teachers will be able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. In addition, teachers will integrate reading instruction

with social studies themes. A key part of instruction will be the use of leveled readers and books and novels. *Good Habits, Great Readers* (PK-5 Leveled Readers) by Pearson will be utilized for ELA.

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

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

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

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

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

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

Writing: The chief component of the writing program is the Writer's Workshop. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, will be used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that will occur daily: the Mini-lesson or direct instruction, independent writing time and share time. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. During independent writing time, students will choose writing topics, a strategy that helps develop personal investment in the writing process. They will apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. The sharing component of workshop will occur at the end of workshop and provides another opportunity for teaching and reinforcing the content of the

mini-lesson. During this time the teacher can also address listening and speaking standards, as students are expected to engage in “accountable talk.” Teachers will model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

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

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

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

English Language Development (Grades PK – 5)

California ELD Standards will be utilized and embedded in the curriculum. English Learners will be given both the initial and annual ELPAC tests based on the home language survey. Students will be placed in appropriate English classes with the correct EL classification based on the results of their test. ELs will be monitored and reclassified using the state assessments and classroom teachers’ tests. ELs who are struggling will be provided support to ensure that

students are reclassified in a reasonable time frame. ECA will provide training for teachers and administration on the ELPAC. ELD instruction will occur primarily during the ELA block, and additionally in History Social-Science and Science. Students will be exposed to the grade level instruction and will receive targeted ELD instruction in Reading, Writing, Listening, and Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners' grade level span (PK-2; 3-5) and ELD level.

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

The second and more specific form of EL support using the ELD standards is the designated ELD. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction to their particular language learning needs. Designated ELD is a protected time during the regular school day during which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction so that ELs develop critical English language skills, knowledge, and abilities needed for learning content in English. It is designed to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in school tasks across content areas. Designated ELD is an opportunity to augment instruction to meet the particular language learning needs of ELs at different English language proficiency levels. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction. ECA will use Lexia's *Core5 Reading* for students in grades pre-K-3rd and *English 3D Course A* for grades 4-5.

Comprehensive Integrated and Designated ELD lessons are incorporated within ECA's instructional program using strategies that will enable teachers to differentiate and scaffold instruction that targets all ELs. ECA will also use the strategies from the English Language Arts/English Language Development Framework for California Public Schools K-12. Teachers will receive training during the Summer PD days on how to utilize the textbooks and instructional materials. ECA will hire a full time ELD/ESL teacher who will serve as the ELD Coordinator. The ELD Coordinator will provide teachers with support for ELs.

Middle School (6-8)

Students in middle school grades will continue building on the skills from elementary school. The English curriculum reflects a "building block" approach that will develop and increase English language skills, conventions, and usage. Instructional strategies to develop these skills will include direct skills instruction on grammar and elements of literature by classroom teachers, spoken and written engagement with age-appropriate literature, application of student skills in projects and assignments, and an iterative process of students writing with teachers providing feedback on drafts and evaluating their work. Literature may often be

selected to support content students are exploring in social studies, science or a foreign language class. While our English learners will be mainstreamed in our core classes, additional support will be provided by the ELD/ESL teacher during class and through English Language Development support.

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

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

Middle School ELA Courses (6-8)

Middle School Language Arts courses are:

English 6 / English 6 Honors

English 7 / English 7 Honors

English 8 / English 8 Honors

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

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

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

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

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

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

Honors English 6-8

Honors English 6-8 courses cover the topics in the core courses at an accelerated rate and in greater depth. More advanced students benefit from differentiated instruction that allows them to move at a faster pace. Multiple pieces of data and information about our scholars will be used to determine appropriate placement in honors classes such as recommendations from previous teachers, exemplary SBAC scores and report cards.

English Language Development (Grades 6 – 8)

California ELD Standards will be utilized and embedded in the curriculum. English Learners will be given both the initial and annual ELPAC tests based on the home language survey. Students will be placed in appropriate English classes with the correct EL classification based on the results of their test. ELs will be monitored and reclassified using the state assessments and classroom teachers' tests. ELs who are struggling will be provided support to ensure that students are reclassified in a reasonable time frame. ECA will provide training for teachers and administration on the ELPAC. ELD instruction will occur primarily during the English class, and additionally in History Social-Science and Science. Students will be exposed to the grade level instruction and will receive targeted ELD instruction in Reading, Writing, Listening, and Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners' grade level span (6-8) and ELD level.

There are two ways that ELD standards are used to support ELs in schools. The first one is the integrated ELD. Integrated ELD curriculum will be implemented in grades 6-8 and it is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the other State Standards for ELA/Literacy, Social Studies, Math, Science and Art to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

The second and more specific form of EL support using the ELD standards is the designated ELD. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction to their particular language learning needs. Designated ELD is a protected time during the regular school day during which teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction so that ELs develop critical English language skills, knowledge, and abilities needed for learning content in English. It is designed to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in school tasks across content areas. A logical scope and sequence for English language development is aligned with the texts used and tasks implemented in ELA and other content instruction. Designated ELD is an opportunity to augment instruction to meet the particular language learning needs of ELs at different English language proficiency levels. ECA will use *English 3D* for grades 4-8 as follows: Course A for students in grades 4-5 and Course B for students in grades 6-8.

Comprehensive Integrated and Designated ELD lessons are incorporated within ECA's instructional program using strategies that will enable teachers to differentiate and scaffold instruction that targets all ELs. Teachers will receive training during the Summer PD days on how to utilize the textbooks and instructional materials. ECA will hire a full time ELD/ESL teacher who will serve as the EL Coordinator. ECA ELD Coordinator will support teachers as well as provide Designated ELD instruction during Advisory and SSR periods to students. The ELD Coordinator will also support socio-economically disadvantaged students.

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

English Language Arts Support

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

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

ESL Support for Newcomers

The ELD teacher will also serve as the support for English as a Second Language for our students who are newcomers to the country (English Learners arriving to the U.S. within 18 months of enrollment), who will experience many of the same challenges as other English Learners but their English proficiency is often lower than that of other English Learners. The teacher will provide support for immigrant students as well as more personalized support to EL students who have been identified by their teachers based on ECA assessments and the ELPAC as needing the extra support such as Long term English learners (“LTELs”). The ESL support will be in the form of a push-in and or pull-out strategy depending on students’ needs. ECA ELD/ESL teacher will provide Designated ELD instruction during Advisory / SSR periods to students.

Mathematics

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

Elementary Grades- K-5

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

More advanced students benefit from differentiated instruction that allows them to move at a faster pace. Instructional aides and/or community volunteers will support teachers by providing differentiated learning for small groups of students and one-on-one assistance. When

appropriate, computers, calculators, and geometric tools will be used to enhance instruction and explore more advanced topics. To create a learning environment conducive to student inquiry and investigation, teachers will incorporate strategies such as whole group instruction, small group review, heterogeneous performance tasks, and individual reinforcement.

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

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

Middle Grades (6-8)

The goal of the 6-8th grade math curriculum is to make students fluent with numbers, build mathematical reasoning skills, develop a strong math vocabulary, and apply algebraic concepts to problem solving. ECA mathematics instruction will have the goal of enabling all students to successfully complete Algebra I by the end of eighth grade and to prepare all students for success to and through college. At the middle school level, Pre-Algebra, Algebra 1, and Geometry will be offered to students who are ready for the challenge.

Following direct instruction of new skills, teachers will present hands-on activities and time both during and outside of class for substantial practice of grade level computational skills. The math period will also incorporate daily warm-up activities or practice of previous skills. The teacher reinforces math vocabulary during warm-ups by requiring students provide justification for the process used. Mathematics instruction will use group activities to help students decipher complex problems. Students will make connections between the concepts they are learning and the real world through historical and contemporary examples and demonstration, which further allows students to understand how mathematics fits into their lives.

As part of ECA's emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing such methods. Assessment of mathematics standards will be based on evaluation of presentations as well as

more traditional mathematics assessments from textbooks. Students will also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

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

Middle School Math Courses (6-8)

Middle School Math sequence of courses are:

Math 6 / Pre-Algebra

Pre-Algebra / Algebra I
Algebra I / Geometry

Pre-Algebra

Pre-Algebra prepares students to enter the study of Algebra I by building the foundation necessary for success in the study of algebra. This course will place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts. Problem solving will be emphasized throughout the course. This course combines the CCSS standards for 7th and 8th grade mathematics.

Algebra I

Algebra I or Honors Algebra I is a two semester course utilizing a formal and investigative approach to the development of algebraic skills and concepts. The class is taught in accordance to the California State Standards. Concepts include algebraic polynomial manipulation, linear equations and graphs, systems of equations, linear regression, functions, sequences and series, exponential functions, quadratics and graphs. Students pursuing an honors curriculum are expected to possess abilities and motivation in excess of the average student. Honors students are expected to progress at an advanced level of cognition, comprehension, and cohesion. Pre-calculus standards will be taught including Matrices and complex numbers. Teacher recommendation and a grade of B or better in Pre-Algebra are required to get into Honors Algebra I. Students must maintain a C grade to remain in the Honors class.

Geometry / Honors Geometry

This course covers the basic concepts of two- and three-dimensional geometry, transformations, inductive and deductive reasoning, formal logic, proof, and similarity. Number

and algebraic concepts are used extensively throughout the course by exposure to problem solving skills and processes. An understanding of postulates, theorems, and definitions will be interwoven throughout all strands of the course. Students pursuing an honors curriculum are expected to possess abilities and motivation in excess of the average student. Honors students are expected to progress at an advanced level of cognition, comprehension, and cohesion. Honors Geometry covers the topics in Geometry at an accelerated rate and in greater depth. Pre-requisite for Honors Geometry is Honors Algebra I, or an A in Algebra I. Students must maintain a C grade to remain in the Honors class.

Mathematics Support

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

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

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

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

Mathematics Placement Policy for Grades 6-8 Students

Student achievement in mathematics is critical for preparing students for college and career. The purpose of the policy is to create a fair, objective, and transparent mathematics placement

protocol that strictly limits the use of subjective criteria in placement decisions for students who are transitioning between elementary and middle school and between middle school and high school. A fair, objective, and transparent mathematics placement protocol that strictly limits the use of subjective criteria in placement decisions will result in an appropriate 6-9th grades mathematics student placement and will prevent mathematics misplacement, particularly of English Learners, foster youth, homeless students, students with disabilities and socially disadvantaged students.

ECA will implement the requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place students in appropriate mathematics courses. Hence, ECA will implement a fair, objective and transparent mathematics placement protocol based on objective measures. These measures may include:

1. Diagnostic placement tests such as Mathematics Diagnostic Testing Project (“MDTP”) tests aligned to state-adopted content standards
2. Standardized tests that reflect statewide mathematics assessments
3. Student grades that reflect comprehension and mastery of the subject matter, from 5th, 6th, 7th and 8th grade years.

ECA Mathematics Policy is outlined below.

Middle School Placement

The mathematics courses for middle school grades are Math 6, Pre-Algebra, Algebra I, and Geometry.

Placement Guidelines for Grade 6:

All entering grade 6 students will be enrolled in Math 6. Entering grade 6 students may be enrolled in Pre-Algebra depending on the results of the placement measures.

Pre-requisites for placement in Pre-Algebra in grade 6:

1. Average grade in 5th grade Math = A
2. Placement test MDTP score of 90% or above
3. “Standards Exceeded” on Grade 5 Mathematics portion of CAASPP

Placement Guidelines for Grade 7:

1. All students entering 7th grade who successfully completed Math 6 will be enrolled in Pre-Algebra.
2. Students entering grade 7 who successfully completed Pre-Algebra in 6th grade will be placed into Algebra I.
3. New students to ECA entering grade 7 will take the placement test MDTP to determine placement.

Due to the necessity to prepare all students for a challenging Algebra I curriculum in eighth grade, sixth and seventh grade students will be required to participate in summer intervention programs if they are not meeting standards by the end of the respective school year.

Placement Guidelines for Grade 8:

1. All returning students entering 8th grade who successfully completed Pre-Algebra will be enrolled in Algebra I.
2. Students entering grade 8 who successfully completed Algebra I in 7th grade will be placed into Geometry.
3. New students to ECA entering grade 8 who successfully completed Math 7 in their previous school or in preceding Summer School will be placed into Pre-Algebra.
4. New students to ECA entering grade 8 who successfully completed Math 7/8 or Pre-Algebra in 7th grade in their previous school or in preceding Summer School will be placed into Algebra I.

Pre-requisites for placement into Algebra I in 8th grade for new students to ECA:

1. Average grade in Math 7/8 or Pre-Algebra = C or above
2. Proficient score on placement test MDTP
3. "Standards Met" or "Standards Exceeded" on Grade 7 Mathematics portion of CAASPP

The multiple measures approach will allow students access to high level math even if they only perform well on two of the three measures. (One example or scenario would be if a student earns a high MDTP score and a high classroom grade but performs low on the CAASPP. The student would still qualify for the desired math course with a teacher recommendation.)

Limitation On The Use of Subjective Placement Measures

Subjective measures, such as placement recommendations, may not be considered in determining mathematics placement. However, recognizing that teachers and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

Timing Of Mathematics Placement Decisions And Parent/Student Notification

Placement decisions shall be made according to a timeline that allows for maximum use of current objective measures. Placement decisions shall be communicated in writing to parents/students prior to the start of the school year; shall include ECA's mathematics placement protocol; and shall indicate the objective factors that resulted in the student's math placement. Notices of placement decisions shall also include a recourse plan developed by ECA, for any parents/students who may be dissatisfied with a student's mathematics placement.

Parent/Guardian and Pupil Recourse for Challenging Mathematics Placement

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on ECA's placement protocols.

Parent/Guardian may sign a waiver requesting that the pupil be placed in the next sequence course, against the professional recommendation of site administration, acknowledging and accepting responsibility of this placement.

Implementation, Monitoring, And Accountability

ECA CEO will report to the Board about the policy implementation on an annual basis. ECA administration will review the mathematics policy annually and update the policy if needed based on new State requirements. ECA CEO shall then present the updated policy to the Board for approval. Once approved, the updated policy shall be prominently posted on the ECA's website and shall be made readily accessible to parents/students, teachers and administrators.

Science

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

Elementary Grades- K-5

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

Interdisciplinary connections include math measurement, such as weighing water and measuring water drops, and music by studying the vibration and sounds of water movement through the earth. These activities embrace a constructivist, thematic approach to learning science. Guest speakers are invited to show students the relevance and application of science in everyday life. Technology is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint) facilitates data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

Middle Grades (6-8)

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

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

Middle School Science Courses (6-8)

Middle School Science sequence of courses are:

- Grade 6 - Earth and Space Science
- Grade 7 - Life Science
- Grade 8 – Physical Science

History/Social Science

Eagle Collegiate Academy's History/Social Science courses will be aligned with the Common Core State Standards for History/Social Studies, the History-Social Science Content Standards, and the California History-Social Science Framework. Students will engage in units of study

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

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

Middle School Social Science Courses (6-8)

Middle School Social Science sequence of courses are:

Grade 6 – World History-Ancient Civilizations

Grade 7 - World History-Medieval Modern

Grade 8 – United States History

World Languages

The goal of Eagle Collegiate Academy's World Languages program is to create citizens of the world. Students use languages to communicate effectively and appropriately in listening/viewing, speaking/signing, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our own society. Teaching students to be culturally sensitive and to develop their awareness of

other cultures will be high priorities for ECA teachers. By utilizing a variety of teaching methods and emergent technology, the teachers will address the students' different learning styles, help them develop proficiency in the target language, and lead them to an understanding of the concept of multiculturalism.

The stimulating and vibrant classroom environment will promote collaboration and encourage meaningful communication among scholars. Students will be guided to see learning a new language as a necessary 21st century skill that will enable them navigate the global landscape. This is accomplished through the development of four fundamental skills: oral comprehension, speaking, reading, and writing. ECA will provide students with Spanish and Korean instruction.

The next world language after Spanish that is spoken widely in the surrounding valleys is Korean. One of the lasting and effective ways to learn about another culture is by studying the language used by that culture. ECA intends through the study of Spanish and Korean languages to foster a more enlightened global- minded and culturally sensitive scholars. Through field trips to local authentic sites and events, students will gain firsthand experience about the culture of the language under study. Keys to Literacy strategies will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs.

Middle School World Languages Courses (6-8)

Middle School World Languages sequence of courses are:

Grade 6 – Spanish and Korean I or II

Grade 7 - Spanish and Korean I or II

Grade 8 – Spanish and Korean I or II or III

Spanish I

This beginning course relies heavily on an audio-lingual (hearing-speaking) approach. The areas of emphasis are on an understanding of the spoken language, correct pronunciation and intonation, development of correct speech patterns, simple dialogues and narratives, reading and writing of Spanish already heard, and short dictations. Students will learn to tell the time of day and use time expressions, be able to identify classroom objects, be able to use simple vocabulary covering the family and home, clothing, food, and entertainment -all in Spanish!

Spanish II

Spanish II builds on the skills learned in Spanish I. There is additional emphasis on grammar and vocabulary acquisition. Prerequisite: Completion of Spanish I with a "C" grade or better. Native Spanish speakers may test into with a score of 75% or better on the placement exam for heritage speakers.

Spanish III

This course emphasizes reading, writing, vocabulary building, and further study of Spanish language structure. Students read cultural material, which is used as a basis for conversation and writing. Prerequisite: Completion of Spanish II with a "C" or better.

Korean I

This course provides the first year of instruction in Korean language and culture. The purpose of the course is to develop both a basic proficiency in communicating in the Korean language according to the cultural practices of North and South Korea and an awareness of their history, geography and cultural products.

Korean II

This course is designed to build on the introduction to the Korean language and culture. This course emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. The Korean culture is introduced through the art, literature, customs, and history of the Korean-speaking people.

Prerequisite: Korean I.

Korean III

The course builds upon skills developed in Korean II, extending students' ability to understand and express themselves in the target language and increasing their vocabulary. Students practice how to engage in discourse for informative or social purposes, they write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken at a normal pace. Students also continue to explore the customs, history, and art forms of the Korean speaking people to deepen their understanding of the language and the culture(s). Prerequisites: Korean I, II.

Fine Arts

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

particular movement, an artist's unique style, a mood set by a story, an idea that a student wishes to communicate or by experimentation with color, texture or composition.

The Art teacher will introduce artifacts, paintings, drawings, architecture, and sculpture that will enhance student knowledge of art history. Students will also compare the art for similarities and differences between different cultures. By examining actual artifacts and pictures, students will study the function and purpose for creating art and gain an appreciation for art as an important element of human expression. By exploring timeless ideas expressed through art, students will be able to design their original artwork as well as analyze and respond to the work of others. For example, students will create and share self-portraits, describing the process of drawing their faces and sharing what feelings their portraits convey. Connections between elements of drama, music, dance and visual arts and elements of science, mathematics and engineering will be taught through integrated arts activities.

The connection between National Core Arts Standards and NGSS will be embedded in the Arts curriculum. The Art teacher will collaborate with classroom teachers to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics. Keys to Literacy strategies will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs. Art will be offered to all students from pre-k to 8. ECA will ensure that through our course integration, students meet the UC "f" art requirement.

ECA Visual and Performing Art Courses

These Fine Arts electives will be offered over time.

MYP Art (Grades 6, 7 and 8)

This course is designed for students who have expressed interest in the visual arts as taught by highly qualified Fine Art credentialed educators and aligned to National Arts Standards for Visual Arts. This introductory visual art course will allow students to develop: knowledge and understanding of a wide range of art forms and subject-specific terminology; skills necessary in the process of creating art; a range of creative thinking behaviors; and the ability to respond to their world through art. Explore multiple mediums in Painting, Drawing and Graphic Design. Students will learn creative problem solving, so valuable in today's job market. Discover vast career opportunities available to Fine Artists in today's multi-million-dollar market. MYP Art is offered to the MYP classes incrementally from grades 6-8. The curriculum is pertinent for each grade level.

Drama 1

This is an introductory level performance based course where students learn to appreciate diverse aspects of the discipline of theater. Students are introduced to acting, voice, movement, improvisation, and script analysis. Students will act in scenes and one-act plays. The course includes exposure to live theatrical production. Students will also be introduced to important innovators—their philosophies and training techniques. This course will prepare you for collegiate Drama classes.

Physical Education / Health

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

The physical education program emphasizes individual motor skills, fitness and good sportsmanship including: sensory and perceptual skills, loco-motor and non-loco motor skills, balance, eye and hand coordination skills. Students will be instructed in the rules of many traditional games and sports with the aim of instilling a sense of strategy, a cooperative attitude, and a sense of fair play. Students will learn to work and play effectively within team dynamics, to appreciate and respect all students' abilities, and to play roles of leadership, or subordination to a common goal when appropriate. The PE curriculum will also prepare students for the Physical Fitness Test in grades, 5 and 7. Integration of the California Content Standards of the health curriculum will support nutrition and healthy choices that improve the quality of life, hence Health and wellness instruction will be included in the curriculum.

The health curriculum will cover the following strands: self-image, personal development, and social development. Human development is also a central part of the health curriculum. Students will learn key health standards through solving real world problems. Emphasis will be placed on students evaluating data and research to make healthy and responsible choices throughout their lives. Keys to Literacy strategies will be infused in the daily instruction using literacy development strategies such as graphic organizers. Such strategies will provide excellent support for ELs.

Health and Fitness

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Technology Implementation

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

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

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

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

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

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

Technology Enriched Personalization and Differentiation

Instruction must be differentiated in to meet the needs of all students. Effectively designed curriculum plans and daily lesson plans that ensure that all students, high academically achieving and low academically achieving, are being supported to grow, include teachers actively differentiating instruction so that all students can learn effectively. Differentiation may include differentiation of content, teaching methods, and teaching environment.

ECA will utilize differentiated instruction in multiple ways throughout the academic program in order to personalize instruction for each student. One common means of differentiation will be using technology. ECA plans to ultimately become a 1:1 technology -laptop environment. Every student will have the opportunity to access high-quality computer based learning. This will allow our teachers greater range and flexibility in designing highly effective differentiated learning experiences for students.

The strategic use of blended learning and the inclusion of technology across multiple content areas will help to close the achievement gap for our students and aid them in gaining independence in learning. Technology is a tool in accelerating the efficiency and effectiveness of instruction. The purposeful use of technology, specifically computer based learning platforms, enhances our instruction in four major ways:

1. Personalizing learning for students to work on content suited to their individual skill level
2. Providing students with more practice with content and immediate feedback on their progress towards mastery
3. Improving the efficiency of instruction by allowing time for teachers to differentiate and provide attention to students most immediately in need and providing immediate data to teachers to inform instruction

4. Creating a technological mindset under which students are comfortable using technology as a means of accessing information, solving problems, and communicating.

Teachers will be encouraged and trained to incorporate technology throughout the curriculum through computer-based assignments and assessments, computer-based learning platforms during whole class instruction and independent class time. Teachers will be encouraged to use both rotation and a flipped model of blended learning as students gain greater independence in their learning. In a flipped model, students learn new material at home through online access to learning programs and teacher created content. In class, teachers focus their time and energy on student application of independently learned content through discussions, practice, and projects. We believe that the required independence and responsibility of the flipped model is developmentally appropriate for students preparing for college and trying to develop the skills to take complete ownership of their own education instead of their learning being mostly teacher directed as has been for the previous twelve years.

In college and as professionals, students will be expected to have comfort and confidence with new technology, especially computers. Students must not only be able to word process and communicate electronically; they must also be able to use technology to learn and solve problems independently. Most immediately, students must have the technological comfort to confidently show their English and math skills on the computer-based SBAC assessment. ECA will provide our students with the support and guidance to achieve comfort with and mastery of technology as we implement a purposeful use of technology on a school-wide basis.

Diverse Enrichment Activities for The Whole Child

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

ECA will offer the following enrichment activities after school over time: arts and crafts, cheerleading, chess, ceramics, dance, drama, gardening, media –broadcast journalism, video production, school magazine, martial arts, music, nano-technology, speech and debate, and robotics. These enrichment activities will be based on student interests via a survey that will be administered to students. Students will also be able to participate in the National Elementary

Honor and National Junior Honor Societies, as well as the California Junior Scholastic Federation. ECA will also offer intramural sports such as soccer, flag football, basketball, and baseball.

The Enrichment activities will be facilitated and supervised by certificated and classified staff, community partners, parents and volunteers. The enrichment activities and clubs will be offered daily on school days. ECA teacher schedule builds in time for teachers to sponsor clubs for an hour after school on various days. Teachers will choose the club they want to sponsor and on what days the clubs will meet. ECA teachers will offer tutoring to students before school, during lunch and breaks and after school. The Community Liaison will also serve as the the After School Coordinator in the first four years and is scheduled to supervise extra-curricular programs afterschool. Hence, no additional fund is needed to get the After School program off the ground. However, ECA will seek After School Education and Safety (ASES) grants to be able to provide a robust enrichment program. ECA also plans to partner with local broadcasting networks and movie studios as well as other local organizations that would like to volunteer their time with our students. Please see ECA After School Registration Form in Appendix M.

Establishing a College-Going Culture

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

College Study Skills

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

College Orientation

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

College Campus Visits

Trips to local universities will be coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

PSAT 8/9 Tutoring and Preparation

ECA will provide awareness, tutoring and support preparation for PSAT 8/9 exams.

School Schedule and Calendar

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

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

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

Please see Appendix F for ECA draft 2020-21 Bell Schedule and ECA draft 2020-21 Calendar.

Teacher Quality

Recruitment, Hiring, and Retention of Highly Qualified Teachers

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

Teachers will be recruited through various communication channels, including local newspapers, education networking websites (CSDC, EdJoin), job search websites such as Indeed, ECA website, career fairs, local universities and word of mouth referrals. ECA's founding team will use its extensive network of teachers to share its hiring needs. ECA will conduct a thorough review of the qualifications of candidates that apply for employment at the school.

The hiring committee consisting of teachers, parents and administrators will interview the candidates. Following interviews, instructional leaders will contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written offer of employment from ECA. In addition, ECA will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing to ensure that each teacher possesses the credential subject authorization that meets state and federal requirements to teach the subject that he/she is being hired to teach.

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

Professional Development for Ongoing Instructional Improvement

In order for ECA scholars and staff to continually improve and achieve at high levels, there is a need to have continuous opportunities for teachers to develop themselves professionally. ECA plans to hold two weeks of planning and professional development ("PD") prior to the Charter School's opening, and one week before the start of each school year.

Summer Institute

The PDs that would be held before the beginning of school each summer or Summer Institute will be used to train teachers on ECA program and mission, to provide training in the pedagogical strategies for the IB, Keys to Literacy, Resilience, EL, special education, team teaching, as well as pertinent differentiation, lesson planning and classroom management strategies that benefit all students. Teachers will also have time to prepare their classrooms to welcome their incoming students.

Our Summer Institute sets the tone for the school year, and clearly outlines to staff members what is expected of them throughout the year. Summer Institute will be focused first on creating a strong adult culture, and developing a sense of team. During our first year of operation, all staff will be present for the full duration of orientation. Summer Institute will be largely practice-based to ensure our teachers become masters of key instructional taxonomies, routines and procedures. Our main goal is to ensure consistency across all classrooms, and make certain that all adults are bought into, and have a deep understanding of, how to implement ECA way.

The first few days of the first week of Summer Institute will focus on painting the big picture, including topics such as mission, vision, philosophy, and core values. We will also dig more into daily routines and responsibilities, incorporating extensive amounts of practice. The second week will turn to a more instructional focus and lesson plan development and internalization.

This week will also be dedicated to ensuring a strong start to the year with our students, and will focus on daily activities and practice sessions. Each day, various icebreakers and team building exercises will be incorporated in order to build a strong and united staff community.

IB Professional Development

The IB has designed professional development in three categories:

Category 1 training ensures teachers and leaders understand the nature of the IB program and the approaches for teaching and learning. *Category 1* professional development ensures educators understand their role, know where to start, and where to find resources to aid the deepening of their understanding and the effectiveness of their implementation. This training is required before a school can become authorized and should happen early in the candidacy process. Please note: IB expects that teachers and leaders taking *Category 1* training have never been in an IB program before. ECA CEO will complete the PYP School Leader training in October 2019 prior to the charter petition approval. Although IB does not require teachers to be trained before the opening of school, ECA plans to train our teachers before the opening of school in an IB In-School Workshop during ECA Summer Institute. The title of the training is *Making the PYP happen: Implementing agency (Category 1)*. In-School workshops are two and a half days long and must include 15 hours of instruction. All workshop participants that attend all 15 hours of training will receive a certificate of participation after completing an on-line survey to evaluate the workshop experience.

Category 2 training is designed to advance implementation for those who have been implementing IB programs for enough time that they have started to make their own informed decisions about their practice. Schools should send educators to *Category 2* training to seek more guidance for improving their practice. ECA teachers and leaders will be provided ample time in the school year to collaborate, share best practices, and reflect on their implementation so they become a vibrant learning community.

Category 3 training focuses on specific components of an IB education so that schools advance in specialized and unique areas. Some of these areas might be related to the nature of inquiry, concept-based learning, projects, service learning, inclusion, digital citizenship, learning new languages, social and emotional learning, the role of arts (and many other specific subject areas), academic writing practices, and how to look beyond the disciplines (subject areas).

IB professional development empower teachers and leaders to use best practices and provide high quality education for all kinds of learners. Teachers and leaders can also become trained IB Educators (consulting, visiting schools and providing feedback); examiners, or workshop leaders. The IB has the largest and most dynamic network for teachers teaching teachers in the world.

The ECA team has deep knowledge of IB professional development requirements and guidelines, and is fully prepared with IB support to provide pertinent professional development

for all ECA teachers and leaders to ensure a high-quality IB instructional program for all ECA students.

The outcome for the Summer Institute is for teachers to spend significant time every summer working together with the following goals:

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

A sample Summer Institute agenda is seen below.

ECA Summer Institute Tentative Agenda

Topic	Presenter	When	How	Why
Team Building/ Icebreakers	Leadership Team	Daily	First 15 minutes of each day	Establish team mindedness
Mission, Vision, Core Values,	CEO	Week 1	Whole group introduction; break into small groups to dissect one of our core beliefs - report out to whole group	Show all staff members the reason we exist and our foundational beliefs; staff must know the 'why' before we can dive into the 'how'
Routines & Procedures- Whole School	CEO	Week 1	Review expectations/ responsibilities and practice all associated procedures (arrival, dismissal, transitions, lunch routines, morning	These larger, whole group procedures are places where school culture can break down if not everyone is working together - it is

			motivation, etc.)	imperative that all staff members understand the purpose of each routine and their role within it
Classroom Management PBIS/Restorative Justice	CEO	Week 1	Explanation of the system, how to use it, its purpose, etc. Session will then switch to practice-based session on implementation (language around behavior management system- how/when to move a student to another level).	Teachers must have common understanding of the discipline system and consistent language around its implementation. Keeping calm and serious tone will be a focus area of this session.
Family Engagement & Communication	CEO	Week 1	Socratic seminar discussion of provided article on family engagement	Ensure all staff members are clear on importance of family engagement & expectations for family communication
Technology and Differentiation	Leadership Team	Week 1	Provides guidance on using google docs programs in the classroom. Teachers examine model lesson plans built for a blended learning lessons in math and ELA. Teachers practice developing lesson plans that integrate technology in a blended	Technology in the classroom must be planned and teachers must need to be comfortable planning for it. The use of computers must be purposeful.

			learning lesson.	
Legally Required Training	CEO	Week 1	Staff will be trained on all the legally required training such as mandated child abuse reporting, sexual harassment, non-discrimination and anti-retaliation, health and safety in the workplace	To be compliant with legally required training.
SPED & EL Students	CEO, Resource Specialist, ELD Coordinator	Week 1	Discussion of best practices for these students; lead group through a lesson plan and how to enhance/differentiate for these students and align to ELD standards.	In order to deliver on our mission of an excellent education for ALL students, teachers must be equipped with tools to help all students access and master content.
IB PYP	IB Trainers	Week 2	<i>Making the PYP happen: Implementing agency (Category 1)</i>	To train teachers to implement IB PYP

Weekly Collaboration With Peers

Wednesdays at ECA will be an abbreviated schedule. Students will be dismissed early at 1:00 p.m. and teachers will participate in professional development aligned to school-wide instructional goals and gaps from 1:00 – 4:00 p.m. The academic members of the Leadership Team will determine instructional priorities and gaps through weekly teacher observations and data analysis. Teachers will have three hours each week to collaborate with each other in vertical teams, subject matter teams and grade groups. Protected time for teachers to collaborate is one of ECA’s most important elements to ensure adequate planning for student engagement and deeper learning. Weekly professional development meetings will also provide opportunities for teacher collaboration on planning and assessments. At ECA, teacher collaboration assures that vertical articulation that will lead to seamless transition from one grade to the next occurs.

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

On-going professional development sample topics will include the following:

- Providing teachers training in IB program implementation and curriculum.
- Providing teachers with training in the ECA's methods and how to implement these methods at the teacher's grade level. Key professional development topics include: core curricular instructional programs and materials, core curricular approaches in the content areas (keys to literacy strategies, hands-on mathematics, curriculum and lesson planning, inquiry-based social studies and science), State Standards- based lesson planning, culturally responsive instruction, and using assessments to inform instruction.
- Providing teachers training on how to infuse technology in their lessons
- Training teachers on teacher evaluation using the evaluation rubric of the Danielson Framework Coaching and Observation protocol, and teacher and administration/observer expectations
- Training teachers in strategies for serving English Learners.
- Training teachers on Student Success Team and Response to Intervention strategies and process
- Training teachers on Restorative Justice and PBIS
- Training teachers to "seek and serve" special education students effectively in a full inclusion model, working collaboratively with special education personnel.
- Training teachers on various assessments: standardized tests (CAASPP, ELPAC, NWEA MAP, ST Math and other online assessments
- Training teachers in differentiation to meet the needs of high- and low-achieving students
- Training teachers on how to use assessment and data to drive instruction and monitor students' progress.
- Giving teachers guided practice in protocols for examining student work and adjusting instruction.

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

Teacher Evaluation / Educator Effectiveness System

ECA is committed to providing a quality instructional program for our students which involves supporting teachers to grow within the education profession. In order to ensure that ECA teachers are growing, it is important to conduct on-going observations and to provide prompt feedback to teachers using performance measures through a formal

evaluation process. Using the results of the observation, coaching and training in the areas of growth will be provided to teachers. At the end of each year, teachers should know whether or not the small actionable steps that they take each day to get better at their profession have helped them improve as effective educators by analyzing each teacher's longitudinal growth. Although we will be conducting an on-going observation, feedback and coaching process with teachers throughout the year, the formal evaluation process at ECA will occur annually for teachers with three years of experience and more, and semi-annually for teachers with less than three years of teaching experience since receiving their teaching credentials. A systematic evaluation system will ensure not only that teachers continue to grow professionally during their years at ECA, but that only highly effective teachers are retained.

Hence ECA's Educator Effectiveness System will drive instructional improvement. The system's data collection tools will be based on Charlotte Danielson's Framework for Teaching to collect evidence and make determinations about how well the observed teaching skill aligns with the Framework for Teaching. Teachers will be coached by administrators using the following four domains:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Domain 1 covers the actions teachers take to prepare for instruction such as lesson planning. Domains 2 and 3 are the observable domains in the classrooms and Domain 4 accounts for other professional responsibilities teachers have besides teaching. Within these domains are defined teaching skills or competencies, as well as specific examples of how these skills are effectively executed. The observation data collection tool provides evaluators with the necessary information to effectively observe teaching practice and provide meaningful feedback to teachers. It is also a great tool to use to determine coaching and professional development needs based on observations. Teachers will be trained in the observation framework during the professional development in summer before opening of school. The Grade Band Directors will be observed by the CEO using a similar rubric designed for administrators.

Addressing Special Student Populations

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

such, see below for a detailed description of how ECA will meet the specific needs of our special student populations.

1. Plan For Students Who Are Academically Low Achieving

Eagle Collegiate Academy team believes that each student can meet the State Standards and will work accordingly with students to achieve these standards. Since ECA values multiple intelligences and differentiated learning, all students at risk of low achievement, including English Learners, foster youth, homeless students, special education students, socially disadvantaged students, will receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. The components of the ECA support program that assist in meeting the individual needs are:

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

ECA will initiate universal assessments in math and literacy for all students entering the Charter School in order to identify academically low achieving students and allow us to target interventions to the most at risk students from the beginning of school. When a student enrolls at ECA, administration will chart both the screening and assessment results that students bring to the school. Once the student is assigned to a classroom, teachers will assess all new students, and administer baseline assessments to returning students. These evaluations or universal screening will be derived from site based common assessments such as the Northwest Evaluation Association's ("NWEA") Measures of Academic Progress ("MAP") assessments which measure literacy and mathematics skills for each student from K-12; state standardized assessments such as CAASPP, and include an English language assessment component where applicable, such as ELPAC.

The universal screening will allow us to create personal learning plans for every student, as well as target students for more intense intervention. The first eight weeks of school will consist of high-quality classroom assessment and instruction with targeted interventions for all students. For students who require more intensive instruction to master the content, we will hold tutorial

and targeted blended learning sessions in the Academic Center both before school, at lunch and afterschool. During these sessions, students will be provided with content that is appropriate for their individual needs. Throughout the year, teachers will also assess students through informal measures such as checklists, running records, class work and observations. Teachers will use the results from the assessments to design instruction and student support.

The student support program at ECA will include the student success team (“SST”) and the response to intervention (“RTI”) processes.

Student Success Team

Eagle Collegiate Academy will use a student success team, SST, process where students are not making expected progress to develop the specific adjustments to the student’s learning programs. In SST meetings, the parent or guardian (optional) for students still not achieving at grade-level standards will meet with school personnel to discuss how to support the student. The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

At ECA, SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies are chosen
9. Concerns are brainstormed
10. Team choose best strategies
11. Commitments are made
12. Timeline is developed
13. Follow up date is set

Students’ learning programs will be updated as needed to address their specific needs, including instructional differentiation needed to help the student make the most progress. Depending on identified needs, students will receive one or more of the following interventions:

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

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

Response to Intervention

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

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

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

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

There are three tiers to RTI. Teachers will be trained to use Response to Intervention and monitor the success of tiered strategies in seeking to meet each student's needs. When Tier 1 strategies do not produce success, teachers will use Tier 2 strategies, and then onto Tier 3 strategies if needed. All students start at Tier 1 which is the core curriculum. Students are screened at this level to identify if they need any support and provide the targeted intervention early before students experience failure. Tier 2 is when students who are experiencing

challenges in accessing the curriculum are provided extra core curriculum exposure or instruction such as extra small group reading time at the elementary level or extra one on one lesson in solving algebraic equations at the secondary level. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio. Tier 3 involves intensive intervention and may include special education students. At this level, the level of support is increased by providing special education aide, or providing more one on one time with the teacher at both the elementary and secondary levels. The three RTI tiers are described below.

Tier I:

Tier I begins with high-quality, research-based instruction for all students in the general classroom environment. All students will receive rigorous, differentiated, “best practice” instruction aligned with their area of academic or behavioral need in Tier I. ECA blended learning lends itself well to differentiating instruction, flexible student grouping to target student needs, and frequent assessment. Student progress will be closely monitored using ongoing valid formative regular assessments by the classroom teacher.

If the student’s teacher determines that he/she is not making sufficient progress, the teacher will determine with the SST whether the student is “at risk” through reviewing screening results and assessments. Following that review, the SST, including the child’s teacher, will make a decision whether to provide supplemental instruction at the Tier II level. Classroom teachers bring relevant progress reports and all assessment data collected for the child to the SST meeting to consult with the members of the team about the decision to move a student to a Tier II Intervention level.

Tier II:

Students not making adequate progress in the regular classroom in Tier 1 will be identified by the SST to participate in receiving Tier II interventions with an increase in intensive instruction matched to students’ needs. The SST will brainstorm research based methods, approaches and strategies that will be used to offer the child more intensive assistance based on the student’s levels of performance, identified skills that are deficient, and rates of progress. Intensity, frequency and duration of the prescribed intervention will also be identified through the SST. In addition, the expertise of selected staff who will provide the intervention will also be considered. Discussions about whether a pull-out approach or support in the general classroom environment is in the best interest of the child’s learning will be important to our team and the child’s success.

In Tier II, supplemental instruction will be provided for students by the child’s classroom teacher through individual support and/or through in-classroom grouping practices to differentiate and facilitate progress for the child to address his/her specific student academic or behavioral needs. A student’s Personalized Learning Plan will be a critical opportunity for teachers to help students establish learning goals and identify supports for the student to help achieve those learning goals.

Interventions and strategies in Tier II include, but may not be limited to, small-group instruction by pulling the student out of the classroom in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions will typically occur in the areas of reading and math. If no urgent issues are observed, our teachers will be advised to use an eight-week period to plan and implement supplemental reinforcement for students identified as needing Tier II assistance.

At the end of this eight-week period, students showing significant progress in the identified “at-risk” areas can be returned to regular whole group classroom instruction. A longer period of time may be required for this tier of interventions and this period will be decided in the SST meeting; however, the teacher will monitor and update the SST in a scheduled meeting every eighth week about the child’s progress. Observations or additional assessments by specialists may also be recommended by our SST during Tier II interventions. Students who continue to show too little progress at this level of intervention will then be considered for more intensive interventions at the Tier III level.

Tier III:

At the Tier III level, interventions may include continued small group supplemental instruction and/or individualized supplemental instruction with the support of ECA’s Resource Specialist. Assessment of student progress will be made, and the length of Tier III intervention will be determined, similar to the practices described above for Tier II. Should students in Tier III fail to make adequate progress, the SST will recommend a comprehensive evaluation of the child and several assessments will be used to consider if the results qualify the child for eligibility for special education services under IDEA. The data collected during Tiers I and II as well as these new assessments for Tier III will be considered by our team to make the student eligibility decisions.

At any point in our RTI process, under IDEA, our parents can request a formal evaluation to determine the child’s eligibility for special education. Our RTI process will not be used to deny or delay a formal evaluation for special education. Revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary. In fact, parents will be informed by the teacher about assessments and instruction during all parent/teacher conferences and will be invited to any meeting throughout the child’s learning journey through Tier Levels. ECA will welcome parents’ concerns and recommendations. We will share ideas that will support the family of the child, as needed, in order to reinforce our whole child philosophy in creating successful student experiences with learning and achievement.

Progress Monitoring for Academically Low-Achieving Students

ECA will acquire and maintain Illuminate or a similar student achievement data management system that allows the school to effectively track academic progress over time. Using the data tracking system, the following groups of students will be monitored by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

- Students identified as achieving below grade level
- Students identified as being at risk for school failure due to environmental factors
- Socioeconomically disadvantaged students (Title I).

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team.

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

Summer Intervention and Academic Recovery

ECA will actively seek grants to operate a Summer School program that will provide credit recovery, academic intervention/remediation and enrichment opportunities for our scholars. In the likelihood that funds are not available to provide an on-site Summer School for our students, ECA will partner with local schools and organizations that provide free Summer classes and programs to enable our students to access the credit recovery programs over the summer.

Parent Involvement

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

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

2. Plan For Students Who Are Academically High Achieving

Eagle Collegiate Academy will provide an excellent learning environment for high achieving students as a result of the college preparatory focus, the International Baccalaureate program and dual languages of Spanish and Korean that it will offer. IB programs encourage the learning

of two world languages. There is a number of Korean residents in surrounding areas. Having students learn Korean will enhance interactions with Korean community members. Students will be provided with rigorous and intellectually challenging assignments that will allow the students to dig deep to solve the assignments.

Academically high achieving students will be identified using the results of the state CAASPP assessments, school-wide benchmark assessments, classroom assessments and/or classroom observations. Teachers will identify academically high achieving students and provide them with opportunities to appropriately challenge them to push further in their learning and/or apply their learning to different and more challenging contexts. Academically high achieving students will be provided with appropriate and engaging instruction and activities that will allow them to develop and reach their highest potential. When students have already mastered the target content and skills, they will have the opportunity to go deeper into a subject as their interests' dictate. Some of the strategies that will be used to support students who are academically high achieving are as follows:

- At the elementary level, high achievers could read ahead and complete comprehension activities while the teacher works with the rest of the class.
- At the secondary level, students would be challenged to develop projects and prototypes of concepts under study that require extensive engagement with local and global industry partners.
- Learning activities above grade level on a variety of activities, such as multiage groupings in mathematics, Honors classes and IB program.
- Pairing them with low-performing students where they serve as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. Students will also gain leadership when they create a project that engages other lower-level students who are developing interest and skills.
- Participation in college preparatory electives.
- Participation in enrichment activities during and after school.

Parent Involvement

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

3. Plan For Serving English Learners

ECA values the diversity of our community, which includes a significant number of families that speak a language other than English and many students who are learning English at varying degrees in our Charter School. The future academic and professional opportunities for our ELs will depend on their ability to master the English language. We will provide the instructional supports to ensure that this occurs. ELs will participate in grade level content through full inclusion classrooms. ELs will receive individual and small group support to bolster the pace of their English mastery.

In supporting ELs, ECA will comply with all applicable federal and state legal requirements for English Learners, including long-term English Learners (“LTELs”) or English Learners at risk of becoming long-term English Learners, and applicable District mandates, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient (“FEP”) status, monitoring and evaluating program effectiveness, and standardized testing requirements. ECA will develop and implement an English Learner Plan which will document identification, services, program, and evaluation. The English Learner Plan will be evaluated and revised annually to ensure that ECA complies with all legal requirements and meets the rights of all students and parents.

ECA recognizes the importance of valuing students’ native languages and culture. ECA will foster appreciation for the cultures, customs, and languages of all our students and families through inclusion of culturally relevant themes and content in the core curriculum.

Identification of EL Students

During the enrollment process, families will complete a *Home Language Survey*, which will indicate whether students speak a language other than English at home pursuant to Education Code Section 52164.1. ECA will provide the home language survey in various languages to ensure that all families understand what information is being collected and why.

English Language Proficiency Assessment

All students who indicate that their home language is a language other than English, and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, will be given the English Language Proficiency Assessment for California (“ELPAC”) within thirty (30) calendar days of initial enrollment. The Initial Assessment (“IA”) is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status. The IA testing window will be year-round (July 1–June 30).

English Learners will take the Summative Assessment (“SA”) annually thereafter until students are re-designated as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. The SA testing window will be a four-month window after January 1 (February 1–May 31).

Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s Individualized Education Program (IEP) or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. ECA will ensure that linguistically appropriate IEPs are developed, including the components required by Education Code Section 56345(b), for all EL students who have IEPs.

ECA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. Parents and guardians will be informed of their rights, invited to attend conferences to discuss students’ ELPAC levels and the educational strategies to be used for their children’s English language development, and encouraged to participate in the reclassification process. Progress reports will be sent to parents regularly demonstrating students’ assessed progress. ECA will provide translation services for meetings and communications with parents of EL students when needed. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act, for annual English proficiency testing.

Curriculum and Instruction for ELs

EL students will receive specific instruction in ELD during the school day. Students can also pursue additional opportunities to develop English proficiency through internships, community college partnerships, or a conversation café with native English speakers who wish to further develop an additional language.

EL instruction will be grounded in the best available research on supporting ELs, aligned and guided by the CA ELD Standards. Students will be expected to show growth annually using the ELPAC as the measure. Our ELD Coordinator will work closely with ELs teachers to include ELD goals on students’ Personalized Learning Plans as well as assess student progress towards attainment of the standards using a standards-based guide such as EL portfolios.

ECA will use the *English 3D* by Houghton Mifflin Harcourt and Lexia’s Core5 Reading as our English Language Development, ELD, curriculum. *English 3D* is a powerful English language development program designed to help struggling students accelerate English language proficiency and develop the academic language skills they need for success in college and career. *English 3D* English language development program is designed to ensure proficiency in

the academic vocabulary, speaking, listening, and writing vital to success in school and life and promotes active language use via listening, speaking, reading and writing exercises and activities. Students experience a supportive and engaging instructional environment that is marked by learning and applying language in a variety of contexts, including structured academic conversations. Lesson content features relevant and age-appropriate texts and media. *English 3D* will be used for grades 4-8 as follows: Course A for students in grades 4-5 and Course B for students in grades 6-8.

ECA will use *Lexia's Core5 Reading* for students in grades pre-K-3rd. Lexia's Core5 Reading research-proven program provides differentiated literacy instruction for students of all abilities in grades pre-K–5 by providing explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. To best serve ELs, there must be a strong focus on the development of oral language, reading vocabulary, and academic language. Both Lexia's curriculum and assessment solutions specifically target each of these skills, helping EL students develop fundamental reading skills with the rest of their classmates while providing educators with real-time student performance data that pinpoints a student's exact skill gaps to strengthen interventions.

Lexia helps newcomer EL students with beginner-level language and reading skills, helping them to learn key comprehension strategies for listening and reading; develop phonics skills; and leverage picture-based activities to build academic vocabulary. Additionally, EL students with proficient language skills but weak reading skills use Lexia to develop sophisticated vocabulary and strong academic language; read challenging narrative and expository texts to develop advanced comprehension strategies; and learn figurative language and word concepts such as idioms, similes, and metaphors.

In a study of first and second grade low-income students, *Lexia's Core5 Reading* program was found to have closed the achievement gap in ELA between EL and non-EL students. Low-performing EL students using *Lexia's Core5 Reading* achieved significant reading gains and at post-test, these students performed at the level of non-EL students. (Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015.)

ECA will also supplement our ELD curriculum with the CDE's English Language Arts/English Language Development Framework for California Schools that was adopted by California State Board of Education for K-12 grades. The framework provides relevant and research based strategies for K- 12 ELs covering the following topics: using language conventions, effective expression, phonological awareness and fluency.

Integrated and Designated ELD

There are two ways that ELD standards are used to support ELs in schools. Comprehensive Integrated and Designated ELD lessons are incorporated within ECA's instructional program using strategies that will enable teachers to differentiate and scaffold instruction that targets all ELs.

Integrated ELD

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

Designated ELD

The second and more specific form of EL support using the ELD standards is the designated ELD. Designated ELD will be provided for EL students based on their English proficiency levels in order to receive targeted instruction for their particular language learning needs. Designated ELD is a protected time during the regular school day during which teachers use the CA ELD standards as the focal standards in ways that designed to support ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in school tasks across content areas.

Designated ELD is an opportunity to amplify the languages skills students need to develop in order to be successful in school. Teachers will receive training during the Summer PD days on how to utilize the textbooks and instructional materials. Designated ELD will be provided by skilled teachers in SSR / Advisory periods in grades 6-8, a time designated for intervention and Designated ELD instruction, and during a designated time set aside for intervention for grades PK-5 during the regular school day. ECA EL Coordinator will provide support to teachers as well as teach a Designated ELD class.

The Designated ELD period is 25 minutes at least four days per week, depending on students' ELD levels which result in at least 100 minutes minimum of Designated ELD instruction per week. During this time, EL students will participate in small group instruction utilizing the ELD Standards-aligned *English 3D* and Lexia's Core5 Reading curriculum. Typically, students will be grouped for Designated ELD by English language proficiency levels -Emerging, Expanding and Bridging. ELD instruction will offer EL students opportunities to use English purposefully; interact in meaningful ways with peers, content, and texts; and learn about how English works.

EL instruction will be grounded in the best available research on supporting ELs, and guided by the CA ELD Standards. Students will be expected to show growth annually using the ELPCAC as the measure. Our ELD Coordinator will work closely with ELs teachers to include ELD goals on students' Personalized Learning Plans as well as assess student progress towards attainment of the standards using a standards-based guide such as EL portfolios.

Supporting Students Performing at Different ELD Levels

ECA plans to offer a Structured English Immersion ("SEI") program for EL students based on their performance on the ELPAC. However, ECA will adjust our chosen ELPAC levels based on ELPAC proficiency levels' guidance from

California Department of Education to make sure that all ELs are receiving appropriate support. Students at ELPAC Levels 1-3 will receive the following:

1. Five days a week of Designated ELD instruction at the students' assessed level of English language Proficiency
2. Standards-based instruction in all curricular areas.
3. Differentiated instruction in reading, writing, math, science and social science, delivered through SDAIE methodology and the curricular materials described in this petition
4. Providing primary language support as needed by students

An SEI program supports ELs to work with their English speaking peers as they engage with core content. Specific instructional practices are utilized by teachers so that ELs have as meaningful an experience with content as their peers.

Students at ELPAC level 4 (or students whose parents request a Mainstream English program instead of a Structured English Immersion Program for them) will receive the supports described in numbers 1-4 above except that Designated ELD instruction will occur four days per week. Students at ELPAC Levels 1-3 who are in a Mainstream English program will typically be grouped together during ELD instruction.

Supporting English Learners

1. Teachers at ECA will incorporate the following six research based key strategies for teachers of English Learners (Alliance for Excellent Education, 2005) across all content areas and for all students because these strategies are beneficial for all students, not just English Learners. The six strategies are as follows:

- A. Vocabulary and Language Development
 - i) Teachers will introduce new concepts by discussing vocabulary words key to that concept.
 - ii) Teachers will build on student's background knowledge and cultural background.
 - iii) Classrooms will reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).
- B. Guided Interaction (collaborative learning)
 - i) Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers will group students flexibly, at times working in heterogeneous groups and at times not.

- C. Metacognition and Authentic Assessment
 - i) Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - iii) Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- D. Explicit Instruction
 - i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- E. Meaning-Based Context and Universal Themes
 - i) Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- F. Modeling, Graphic Organizers, and Visuals
 - i) Teachers will regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

2. Specially Designed Academic Instruction in English (“SDAIE”): Teachers will incorporate SDAIE strategies in all content areas in order to provide ELs with access to the high level academic content being taught in ECA classrooms and to ensure the success of ELs. Students will acquire the vocabulary needed to understand content and be provided with ample opportunity to practice the language skills related to such content. The following practices according to Echevarria, Vogt, and Short, 2004 will be used at ECA to provide universal access of all content areas for all students:

- Teachers will identify lesson objectives aligned with state and local standards during lesson planning and preparation.
- Teachers will link new content to students’ background experiences and

introduce unfamiliar vocabulary to facilitate comprehension.

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

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

4. Long Term English Learners and ELs at Risk of Becoming LTELs

Pursuant to Education Code Section 313.1(a)(1), Long-term English Learners are EL students who: (A) are enrolled in any of grades 6 to 12, inclusive; (B) have been enrolled in schools in the United States for 6 or more years; (C) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level; and (D) for a pupil any of grades 6 to 9, inclusive, has scored below basic or below basic on the prior year’s English language arts standards-based achievement test.

Pursuant to Education Code Section 313.1(b)(1), ELs at risk of becoming LTELs are students who: (A) are enrolled in any of grades 3 to 12, inclusive; (B) have been enrolled in schools in the United States for four to five years; (C) has scored at the intermediate level or below on the prior year’s English language development test; and (D) for a pupil in any of grades 3 to 9, inclusive, has scored in the fourth or fifth year at the below basic or far below basic on the prior year’s English language arts standards-based achievement test.

LTEs and ELs at risk of becoming LTEs do not have sufficient literacy, written and oral skills that ensure academic success. They struggle with reading and writing and because of their poor grasp of grammar and vocabulary. LTEs tend to be discouraged and prone to drop out of school out of frustration from lack of academic success. However, LTEs also want to attend college despite their academic gaps. ECA's college and career preparation instructional program embedded with targeted intervention and support is designed to prepare all students including LTEs and ELs at risk of becoming LTEs to graduate ready for college and career.

To ensure that ECA's LTEs and ELs at risk of becoming LTEs graduate ready for college and career, ECA's instructional program will incorporate the following seven basic principles for meeting the needs of LTEs and ELs at risk of becoming LTEs at the middle school level (Olsen 2014):

1. ECA will focus urgently on accelerating LTEs and ELs at risk of becoming LTEs progress towards attaining English proficiency and closing academic gaps.
2. ECA will recognize that the needs of LTEs and ELs at risk of becoming LTEs are distinct and cannot adequately be addressed within a "struggling reader" paradigm or a generic "English Language Learner" approach, but require an explicit LTE approach.
3. ECA will provide LTEs and ELs at risk of becoming LTEs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
4. ECA affirms the crucial role of home language in a student's life and learning, and provide home language development whenever possible.
5. ECA will provide LTEs and ELs at risk of becoming LTEs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
6. ECA will cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTE supports.
7. ECA will invite, support, and insist that LTEs and ELs at risk of becoming LTEs become active participants in their own education.

ECA will implement at the lower school level, strategies and programs that will prevent the creation of LTEs through a vertical articulation of strategies beginning in prekindergarten. ECA will provide targeted support to ensure that ELs at risk of becoming LTEs do not become LTEs. Dedicated, daily, and standards based ELD/ESL programs that address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language will be utilized.

ECA will provide LTEs and ELs at risk of becoming LTEs with powerful oral language development, explicit literacy development, instruction in the academic uses of English, high-quality writing, extensive reading of relevant texts, a focus on active student engagement and accountable participation, and an emphasis on academic language and complex vocabulary.

ECA will concurrently enroll LTELs and ELs at risk of becoming LTELs in grade-level English classes and other heterogeneous and rigorous grade-level content classes (including honors and college-track where they are mixed heterogeneously with strong native English speakers to scaffold the language demands and language development needed for LTELs' and ELs at risk of becoming LTELs' success.

ECA will carefully monitor the success of LTELs and ELs at risk of becoming LTELs in these classes with extra academic support triggered as needed (e.g., Academic Center use, homework support, online tutorial support). ECA will review mid-semester assessments and grades for LTELs and ELs at risk of becoming LTELs to determine whether their placement needs to be adjusted and what kind of supports might be needed to improve student success, increase high school graduation rates, and increase college enrollment rates. ECA plans to close the achievement gaps faced by long-term English learners by ensuring that ELs at risk of becoming LTELs are provided with support that will ensure that they do not become LTELs.

5. ESL Support for Newcomers

The ELD teacher will also serve as the support for English as a Second Language, ESL for our students who are newcomers to the country (English Learners arriving to the U.S. within 18 months of enrollment), who will experience many of the same challenges as other English Learners but their English proficiency is often lower than that of other English Learners. The teacher will provide support for immigrant students as well as more personalized support to EL students who have been identified by their teachers based on ECA assessments as needing the extra support such as LTELs. The ESL support will be in the form of a push-in and or pull-out strategy depending on students' needs. ECA ELD/ESL teacher will provide Designated ELD instruction during Advisory / SSR periods to students.

Additional Strategies for ELs and All Students

The strategies described below explain how ECA instructional program will also support all learners in addition to ELs, LTELs and ELs at risk of becoming LTELs:

1. Teachers will carefully plan the environment, instruction, and materials. They will choose contexts for learning that facilitate a connection to ELs' lived experiences, knowledge, and needs.
2. All project entry activities are designed to activate schema and to generate student interest in a topic based partially on what they already know and can do.
3. ECA thematic approach through projects and authentic problems ensure a foundation for EL students to connect their prior experiences.
4. English learners will have access to applications and videos that emphasize learning language with the support of graphics, videos, and other visual cues using computer applications
5. Utilizing real-world projects to organize learning opportunities, teachers will ensure that students are engaged in hands-on learning when possible, including building models and prototypes in our Innovate Lab.

6. English learners will learn in cooperative and thematic learning environments with their peers. A variety of interactive strategies including student to student, student to teacher, student to text, and student to self (reflection, self-evaluation) will be utilized.
7. Teachers will contextualize content using comprehensible input and techniques such as rephrasing and paraphrasing.
8. Using on ongoing formative assessment, students will be provided with access to leveled readings in conceptually difficult material as needed so that all students have access to the content while developing skills in English.
9. Teachers and staff will be trained in culturally-responsive pedagogy.
10. The school culture and classroom culture at ECA will create learning communities where students not only contribute to the culture, but see themselves reflected in what they study and read.
11. All ECA students will experience culturally responsive pedagogy, heterogeneous groupings, and open access to all courses.
12. Teachers will select scaffolds to assist EL students' engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic). Through continuous observation, monitoring, and assessment, teachers will modify instructional procedures to support students' increasing autonomy.
13. Teachers will collaborate to create academic and linguistic scaffolds in the project environments to support all learners, including English learners. ECA's Learning Management System ("LMS") that provides students with a personalized learning plan, will ensure that students have access to leveled readings, graphic organizers, visuals, and videos to ensure all students can access the learning.
14. Teachers will take into consideration the need to provide all of the appropriate scaffolds for English learners as they collaborate.
15. Blended learning opportunities and personalized learning plans will ensure that students will get additional comprehensible input based on their linguistic proficiency levels.
16. Teachers will encourage EL Students to engage in free voluntary reading and supplemental texts to support subject matter teaching.

Reclassification Procedures

Eagle Collegiate Academy will use multiple measures and assessments to determine whether a student's English proficiency should be reclassified. Reclassification procedures involve multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
- Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the pupil is

sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

- Participation of the student’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student participation to evaluate levels of curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents’ opportunity to participate; and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

ECA will use the following reclassification procedures:

- Two times per year, the ELD Coordinator will create a list of all students who meet the ELPAC criteria for reclassification. The ELD Coordinator will provide an updated potential reclassification list to teachers of all students per class who meet the ELPAC criteria for reclassification.
- Teachers will be responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- Using the information provided by teachers, the ELD Coordinator will identify ELs ready to be reclassified, send a reclassification letter to these students’ parents as well as submit their names and report cards to the school district.

ECA will use the following reclassification criteria in the table below:

EL Reclassification Criteria	
Type of Evaluation	Requirement for Reclassification
Assessment of English proficiency using an objective assessment instrument, ELPAC	Using annual performance on the summative ELPAC, student achieves a level 3 or 4; and: <ul style="list-style-type: none"> • Listening is a 3 or higher, • Speaking is a 3 or higher, • Reading is a 3 or higher, and • Writing is a 3 or higher
Teacher evaluation, including, but not limited to, a review of the student’s mastery of standards	Teachers determine proficiency and readiness for reclassification by examining: <ul style="list-style-type: none"> • Student SBAC performance in ELA; • Student performance of mastery on internally- developed assessments; and

	<ul style="list-style-type: none"> • Student normed score on NWEA MAP for ELA.
Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English	Using SBAC, student achieves at or above the standards met level. (School will factor whether performance (if low) was caused by something other than a lack of English proficiency.)
Parental opinion and consultation	The CEO, ELD Coordinator and teachers will communicate with parents regarding their rights and the rights of their child regarding reclassification. Prior to reclassification, families will be notified and may request an in-person meeting with ECA staff such as the ELD Coordinator.

As noted above, parents will be notified upon reclassification and all student records will be updated to reflect reclassification.

Monitoring the Progress of English Learners and Reclassified Students

EL students at each level will be monitored to ensure that they are progressing positively towards reclassification, and after reclassification to ensure that they remain proficient and successful. Students will be monitored in conjunction with the California English Language Development Standards Proficiency Levels Descriptors, PLDs. The PLDs describe student knowledge, skills, and abilities across a continuum. The PLDs identify what ELs know and can do at the beginning and at exit from each of the three proficiency levels, Emerging, Expanding, and Bridging, described below:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language

skills in more sophisticated ways appropriate to their age and grade level.

- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners will also continue to be evaluated annually using the ELPAC assessment until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient. Targeted support for ELs will be provided to align with their proficiency level in order to help them gain the skills they need to move from a lower proficiency level to the next level higher during the Designated ELD class and in class with their classroom teachers.

Reclassified Fluent English Proficient (“RFEP”) students will be monitored for four years after they have been reclassified. Support will be provided for these students to ensure they remain proficient and continue to progress during and after the required four year monitoring process through ECA’s SST process by providing tutoring, push-in or pull out group sessions with the EL Coordinator to ensure development of reading and writing skills, and additional in-class support by EL classroom teachers.

Staffing

All teachers delivering instruction in core content areas to ELs will hold, a Crosscultural Language and Academic Development (CLAD) Certificate or a Bilingual Crosscultural Language and Academic Development (BCLAD) Certificate. During Summer Institute and weekly PD days, ECA will provide all of our teachers with training to adapt grade level content to include ELD standards and strategies to provided access for students with limited English proficiency.

ECA will have an EL Coordinator position incorporated in the master schedule. ECA has budgeted for an ELD/ESL/SED full time teacher that will serve as the EL Coordinator to ensure that our EL needs and requirements are met. The EL Coordinator, along with the CEO of ECA, will be the primary ECA representatives tasked with assuring that all aspects of the EL program implementation, testing and reporting guidelines and requirements are complied with by ECA.

The EL Coordinator will support teachers with identifying language that may be challenging for ELs in their specific content, strategies that will help ELs learn the content as well as support students during Designated EL time in lower school teachers’ classrooms, and also during Advisory and SSR for upper and middle school students. The EL Coordinator will collaborate

with content teachers to schedule the support as needed. The EL Coordinator and the administrators will coordinate the ELPAC administration.

Parent Involvement

Parents will be notified regarding their child's English Language Development progress and ELPAC scores at every report card period, and communicated with as often as needed through phone calls from the ELD coordinator and the student's teachers. Parents will have the opportunity to meet with teachers during parent-teacher conferences or at a different scheduled time to discuss their student's progress. ECA will form an English Learner Advisory Committee ("ELAC") pursuant to legal requirements. ECA ELAC will advise the Charter School leadership and staff on programs and services for English learners.

Monitoring and Evaluation of ECA English Learner Program Effectiveness

ECA will evaluate the effectiveness of its education program for ELs as follows:

- Monitoring and evaluating student identification and placement.
- Monitoring and evaluating reclassification procedure and criteria
- Using ECA's adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress and reclassification rate.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

4. Serving Students With Disabilities

Overview

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

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). ECA will support the District's implementation of special education services. In the event that the Charter School is not categorized as a public school of the District for purposes of special education, the Charter School shall be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPA: The Los Angeles County Charter SELPA. The

language that follows describes the special education program at the Charter School as a public school of the District, and alternatively, as an LEA.

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

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Eagle Collegiate Academy recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the District and/or a SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.

Services for Students under the "IDEA"

The following description regarding how special education and related services will be provided and funded is being proposed by ECA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b), and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of ECA and the AADUSD or the SELPA. The language that follows is not meant to preclude alternative arrangements as agreed upon in the MOU.

SELPA Affiliation

ECA shall initially be deemed, by default, a public school of AADUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, ECA reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, ECA will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. ECA has described below how our special education and related services will be provided if functioning as a school of the authorizer or if functioning as LEA for special education.

School of the Authorizer

So long as ECA operates as a public school of the AADUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the AADUSD will provide an equitable share of special education services and/or funding for students enrolled at ECA, to the extent required by law and in the manner specified in the MOU.

ECA agrees to collaborate with the AADUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

LEA for Special Education

If ECA makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), the ECA will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

ECA will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. ECA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student' records.

Child Find

ECA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

ECA will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, ECA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or ECA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. ECA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, in order to comply with state and federal Child Find requirements, ECA will follow the applicable AADUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. ECA will collaborate with the AADUSD to ensure timely transfer of Individualized Education Program (IEP) records and will utilize AADUSD policies, procedures, and forms to appropriately identify and refer students for special education.

LEA for Special Education

If ECA becomes an independent LEA for special education purposes, ECA shall be solely responsible for compliance with state and federal Child Find requirements. ECA shall implement

policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. ECA’s internal method for referral for assessment will be as follows:

1. Phase ONE- Recognition (by General Ed, Counselor)

- Counselor will call a meeting with the parents or guardians
- Discuss concerns such as work samples at the meeting

2. Phase TWO- SST Pre-referral Procedures (Counselor, Gen Ed)

- SST #1- Review students overall academic performance,
-Provide targeted interventions
- SST #2- Review targeted Interventions, implement any changes
- SST #3- Include Special Education staff at this time

3. PHASE THREE: Referral for Special Education Evaluation per SST #3

4. PHASE FOUR: Special Education Evaluation

5. PHASE FIVE: Eligibility (FAPE)

6. PHASE SIX: IEP Meeting (IEP and LRE)

Parents/guardians will be informed that special education and related services are provided at no cost to them.

School of the Authorizer

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, ECA shall assist parent/guardian to submit a request in writing. So long as ECA operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, ECA will notify the AADUSD within 2 days of any such referrals and will work collaboratively with the AADUSD to respond to the request in writing within 15 days.

If ECA, in collaboration with AADUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

LEA for Special Education

If ECA operates as an independent LEA for special education purposes, then, in the event that the ECA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. ECA shall respond to a written request for assessment within 15 days.

If ECA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, AADUSD will be responsible determining what assessments, if any, are necessary, and for conducting special education assessments in all areas of suspected disability if deemed appropriate by AADUSD. ECA will work collaboratively with the AADUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and ECA will work with the AADUSD to provide an interpreter, if needed. ECA CEO or designee will be responsible for gathering all pertinent information and sharing such information with AADUSD, as needed.

LEA for Special Education

If ECA operates an LEA for special education, ECA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by ECA. The CEO or designee will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

1. Individual testing;
2. Teacher observations;
3. Interviews;
4. Review of school records, reports, and work samples; and
5. Parent input.

ECA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

1. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;

2. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
3. The student must be evaluated in all areas related to his/her suspected disability;
4. Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
5. Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
6. Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
7. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
8. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
9. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. ECA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, ECA will work with AADUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with AADUSD, to provide the necessary placement and/or services.

ECA views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with AADUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by ECA, in cooperation with the AADUSD as agreed upon in the MOU.

LEA for Special Education

If ECA operates an LEA for special education, ECA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. ECA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

1. The parent or guardian of the student for whom the IEP was developed;
2. The Student, if appropriate
3. The CEO or designee;
4. At least one special education teacher;
5. A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
6. A SELPA Special Education Representative, if appropriate;
7. If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
8. Others familiar with the student may be invited as needed in case of students with Designated Instructional Services or how the school will meet the needs of students or requiring a more restrictive environment.

ECA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by ECA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

1. A statement of the student's present levels of academic achievement and functional performance;
2. The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
3. The services the student will receive and the means for delivering those services;

4. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
5. Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
6. A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
7. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
8. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
9. The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEPs for English Learners or dually designated students will address the students' needs. For ELs, IEP will include linguistically appropriate goal and objectives. ECA will address the following in IEPs for EL students:

- The IEP indicates if the student is classified as an English learner
- The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, and writing (based on current alternate assessment scores/levels)
- The IEP indicates if testing accommodations or modifications are needed for the student to take ELPAC or if the student requires an alternate assessment to ELPAC and, if so, what the alternate assessment(s) utilized will be
- The IEP includes how English language development needs will be met and who will provide those services, including the setting, duration and frequency
- The IEP indicates if primary language support is needed
- The IEP indicates what language will be the language of instruction
- The IEP includes goals and objectives that are linguistically appropriate. Linguistically appropriate goals will align to the student's assessed level on the ELPAC (or designated alternate assessment) and the CA ELD Standards

IEP meetings will be held according to the following schedule:

1. Yearly to review the student's progress and make any necessary changes;
2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
3. After the student has received a formal assessment or reassessment;
4. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
5. When an Individual Transition Plan ("ITP") is required at the appropriate age;

6. When ECA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

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

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, AADUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with AADUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to ECA. The school will work with the AADUSD to respond to the request. Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the AADUSD's policies and procedures and using the AADUSD's forms.

LEA for Special Education

If ECA operates as an LEA for special education, ECA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed FOUR TIMES A YEAR (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, ECA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Interim and Initial Placements of New Charter School Students

ECA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, if a student enrolls at ECA with an existing IEP, ECA will notify the AADUSD, in accordance with any applicable AADUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, ECA shall work with the AADUSD to implement the existing IEP at ECA and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

LEA for Special Education

If ECA operates as an independent LEA for special education purposes, ECA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the ECA from another school within the same SELPA, ECA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and ECA agree to develop and implement a new IEP.

For students transferring to the ECA from another school within a different SELPA, ECA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time ECA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to ECA from a school outside of California, ECA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until ECA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by ECA, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

School of the Authorizer

So long as ECA operates as a school of the authorizer for purposes of special education, AADUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. ECA is committed to cooperating with the AADUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the charter school and the authorizer.

LEA for Special Education

If ECA becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. ECA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. ECA shall ensure that all special education staff hired or contracted by ECA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

Special Education Staffing: It is the goal of ECA to employ one full time teacher with a valid Special Education Credential for the first two years of the school. The teachers, along with the CEO of ECA, will be the primary ECA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. In years 3 to 5, ECA will employ 2 special education teachers. In year 5 pending budgetary availability, ECA might employ a Special Education Coordinator that will have the following duties:

1. Ensure that all aspects of the IEP are followed;
2. Arrange for the teacher of the student to attend the team meetings;
3. Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
4. Consult quarterly with the CEO or designee to ensure that the objectives and goals of students with IEP's are being met;
5. Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
6. Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
7. Provide a report of student progress on the same schedule as students in general education.

All teaching staff at ECA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

ECA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the AADUSD and/or SELPA.

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, AADUSD agrees to allow ECA staff access to all special education related professional development opportunities that are available to other employees of the AADUSD.

LEA for Special Education

If ECA operates as an independent LEA for special education, ECA shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

ECA, in collaboration with AADUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the CEO or designee. The CEO or designee will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The CEO or designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at CEO or designee must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. CEO or designee will utilize the Notice of Procedural Safeguards used by the AADUSD or SELPA in which it is a member.

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. ECA work with the AADUSD to arrange a meeting between the parents/guardians, the school, and AADUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

LEA for Special Education

If ECA operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. ECA will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

School of the Authorizer

So long as ECA operates as a school of the authorizer for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the AADUSD and ECA shall work together to defend the case.

In the event that the AADUSD determines that legal representation is needed, the ECA agrees that it shall be jointly represented by legal counsel of the authorizer's choosing. AADUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in ECA if the authorizer determines such action is legally necessary or advisable. ECA agrees to cooperate fully with the authorizer in such a proceeding. ECA understands that the AAUSD shall have sole discretion to settle any matter in mediation or due process. The AADUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any ECA student.

LEA for Special Education

If ECA operates as an LEA for special education purposes, ECA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of ECA's alleged failure to provide FAPE to students enrolled in the charter school. ECA may also initiate a due process hearing or request for mediation with respect to a student enrolled in ECA if it determines such action is legally necessary or advisable.

Non-Public Placements/Non-Public Agencies

School of the Authorizer

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

District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

LEA for Special Education

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

SELPA Representation

School of the Authorizer

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

LEA for Special Education

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

School of the Authorizer

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

LEA for Special Education

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Complaint Procedures

Parents or guardians also have the right to file a complaint with AADUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

ECA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ECA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

Special Education Strategies for Instruction and Services

ECA will offer a comprehensive inclusion program that includes small group support, specialized individual tutoring, and extended day/year. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, ECA will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

ECA will mainstream all of its students as much as is appropriate according to each individual IEP and will comply with the federal mandate of the least restrictive environment (“LRE”). Each student’s IEP will require different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school.

ECA will, in alignment with the SELPA or the District, provide several programs for students with special needs, whereby the academic program is structured in one or several of the following ways: 1) a Resource Specialist may provide services in the classroom or in a small group outside the classroom, 2) a Resource Specialist coordinates programs and services for students who are fully included in regular education classroom, or 3) a Modified Inclusion model, where classes have up to five students with identified special needs, a regular education teacher, and a Resource Specialist. A Resource Specialist collaborates with regular education teachers and oversees implementation of each child's IEP.

ECA will employ a variety of strategies to ensure student success for our Special Education such as those detailed extensively in the previous sections, and all will be in accordance with their IEP. The range of special education services will be the same as at any other public school and will include all services as needed to meet students’ IEPs. ECA will employ a variety of strategies to ensure student success as detailed throughout this petition, including the following “best practices” for students with special needs:

- High Expectations: By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.
- Reality-Based Teaching: Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at- risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.
- Active Learning: Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.
- Cooperative Learning: Students work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and

contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

- Varied Assessment: Portfolios, oral presentations, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student's knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student's understandings.
- Whole Group and Small Group Direct Instruction: Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge.
- Classroom Modifications: In order to help students who appear to need special services or "a reasonable accommodation," classroom modifications will be made. The following modifications or accommodations will be used by the regular classroom teacher for students who appear to need special services, depending on the student's specific need:
 - Materials:
 1. Provide taped texts and/or other class materials
 2. Allow use of calculator
 3. Provide materials with wide spacing, few items per page and clear print
 4. Type teacher materials
 5. Incorporate technology-based adaptive curriculum
 6. Use highlighted or underlined reading materials
 7. Provide visual aids
 8. Provide manipulative materials
 - Methods:
 1. Identify buddies to help support students
 2. Teach to student's learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, etc.
 3. Color code items where possible
 4. Provide visual clues and/or demonstration (model) when instructing
 5. Read written material to student
 6. Provide organization aids such as outlines
 7. Utilize peer tutors, etc.
 8. Use clear and concise directions
 9. Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
 10. Provide written steps for directions

11. Have student repeat directions to teacher or peer
 12. "Chunk" directions, providing one step at a time rather than simultaneous directions
 13. Use manipulatives
 14. Emphasize critical information
 15. Preview lesson for student before given to whole class
- Assignments:
 1. Ensure that all students understand learning objectives
 2. Use written back-up for oral directions
 3. Shorten assignment
 4. Reduce paper and pencil tasks
 5. Read or tape record directions to student
 6. Use pictorial directions
 7. Give extra cues or prompts
 8. Allow student to record or type assignment
 9. Adapt worksheets, packets
 - Pacing:
 1. Reduce paper and pencil tasks
 2. Extend time requirements
 3. Vary activity often
 4. Allow breaks
 - Testing:
 1. Give tests orally (may include dictated or taped answers)
 2. Use visuals or pictures
 3. Give similar questions in regular classroom setting before test
 4. Limit choices for multiple choice, provide word bank for fill-in blank, limit items per matching section
 5. Use essay tests, allow to be dictated
 6. Shorten length of test
 7. Have test administered to the student outside of the class setting
 - Additional Considerations:
 1. Provide student with assignment sheets or require that he/she maintain one
 2. Provide a visual daily schedule
 3. Provide calendars
 4. Check often for understanding/review
 5. Set defined limits
 6. Provide positive reinforcement
 7. Allow projects to be presented orally or on tap

8. Allow projects to be presented through demonstration, pictures, and/or models
 9. Monitor and redirect student to task as needed
 10. Request parent reinforcement
 11. Have student repeat directions
 12. Teach study skills explicitly
 13. Use study sheets to organize material
 14. Design/write/use long term assignment timelines
- Environment:
 1. Seating close to teacher
 2. Alter physical room arrangement
 3. Provide a designated, quiet place to work on tasks

ECA may also contract with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. ECA will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

ECA retains the option, based on operational evaluation and program needs, to employ a high quality Special Education service provider who can coordinate and facilitate some or all of the special education related services and instruction for our students. These types of special education service providers could provide ECA with the following staff:

- Credentialed special education teachers/Resource specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- School nurses
- Vision therapist
- Interpreters for students who are deaf or hard of hearing
- Orientation and mobility aides for students who are blind or visually impaired

The chosen special education service providers could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services (DIS), and Special Education Instruction. ECA shall carefully review the qualifications of potential providers, contact other schools and districts who utilize such providers and conduct reference checks, and ensure that individuals performing services have undergone background checks and fingerprinting clearances.

For every student who is eligible to receive special education instruction and related services, ECA will provide transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation will be provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

Eagle Collegiate Academy Proposed International Baccalaureate Inclusion Policy

As ECA intends to offer IB programs at ECA, a copy of the proposed IB Inclusion Policy has been included here.

Introduction and Purpose

In accordance with the International Baccalaureate Organization, the purpose of this document is to:

- Communicate the programmatic expectations for creating and maintaining an inclusive educational environment for all IB students.
- Establish clear responsibilities of all stakeholders- administrators, teachers, students, and parents – in regard to inclusive arrangements
- Outline the various accommodations and support opportunities that are available to students.

Philosophy

ECA agrees with and will comply with the IB Inclusion policy and its definition of support "Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment" (Candidates with Assessment Access Requirements). ECA will also comply with IB assessment access requirements for students with learning support requirements and assessment access requirements: "The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized" (Handbook of Procedures for the Diploma Programme).

ECA will offer an array of accommodations for students found eligible to receive services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional, and behavioral difficulties, physical challenges, medical challenges or multiple disabilities. Accommodations will be offered in accordance with a student's IEP or 504 plan and thus accommodations vary from student to student. ECA will meet all state and federal requirements:

- IDEA-Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act

- ADA-Americans with Disabilities Act

Any faculty member can identify a student for evaluation and assessment. The identification of students who are eligible for support services is a carefully managed and is guided by state and federal regulations. An individual education plan (IEP) is developed for each student found eligible for services. This plan is reviewed at least annually. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements and should be updated annually.

This document is designed to provide stakeholders "with information about the arrangements available for candidates with learning support needs during their preparation of work for assessment and in their written examinations. There is no intention to provide guidance on teaching methodology or resources"
(Candidates with Assessment Access Requirements).

Inclusion Policy Goals

The goals of the Inclusion policy are:

- Adhere to national, state, and local laws regarding the special needs of students
- Ensure that the special needs of our IB students are identified early, assessed, and provided for
- Assist IB students in accessing all elements of the IB curriculum

International Baccalaureate Principles

The following principles are taken directly from Candidates with Assessment Access Requirements (IBO, 2014). All inclusive assessment arrangements that may be authorized by the IB are based on the following principles:

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4 If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma

Programme candidate has difficulties meeting the requirements for creativity, action, service, IB Answers must be consulted.

1.5 The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB would necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

1.6 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.

1.7 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise, which may be necessary to help ensure comparability between candidates in different countries.

1.8 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.9 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.10 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

1.11 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.12 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.13 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.

1.14 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.

1.15 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.16 According to the document General regulations: Diploma Programme, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

1.17 If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.

1.18 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

1.19 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.

Accommodations and Inclusive Assessment Arrangements

As previously mentioned, an individual education plan (IEP) is developed for each student found eligible for services. A section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student's specific accessibility requirements. Accommodations and inclusive arrangements for a student with an IEP or a 504 plan at ECA IB Program may include, but are not limited to:

- Additional time
- Specialized testing environment
- Rest periods
- Word processing
- Assistance with practical work
- Magnifying device
- Noise buffer
- Internal deadline extensions
- Appropriate seating
- Interpreter for hearing impaired
- Colored overlay
- Sound amplification device

Some inclusive arrangements are permitted at the discretion of the IB coordinator and do not require prior approval from the IBO; however, other inclusive arrangements must have prior authorization from the IBO. ECA IB coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments. The IB coordinator is also responsible for requesting inclusive assessment arrangements.

Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence. The IB coordinator will work together with parents/guardians, students, the counselor, and staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP or 504 plan.

Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student who experiences adverse circumstances must contact the IB coordinator to seek information regarding his or her specific situation.

Roles and Responsibilities

Responsibilities of the ECA IB Program

1. ECA will work with the Special Education Department of AADUSD to make sure the program is in compliance with federal and local laws regarding students with access needs.
2. ECA will adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO).
3. ECA will provide guidance to students with access needs to help them make informed decisions concerning participation in the IB Diploma Program.
4. ECA counselors and Special Education staff will provide teachers with access to all IEPs and 504 plans, including hard copies if needed.

Responsibilities of ECA IB Coordinator

1. The IB coordinator will apply to the IBO for students' accommodations in assessment type and circumstances.
2. The IB coordinator will work collaboratively with staff to support students with inclusion needs.
3. The IB coordinator will provide examination accommodations as needed and approved by the IB.
4. The IB coordinator will maintain discretion and confidence in providing inclusion services.

Responsibilities of the ECA Staff

1. ECA staff will comply with all federal and local laws regarding inclusion needs.
2. ECA staff will identify struggling learners and refer said learners to counseling department and/or the IB coordinator.
3. ECA staff will access and become familiar with IEP and 504.
4. ECA staff will attend Student Study Team (SST) meetings, IEP meetings and/or 504 accommodations meetings for IB students if invited to do so.
5. ECA staff will provide the appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents.
6. ECA staff will maintain accurate records of students' progress.

7. ECA staff will maintain discretion and confidentiality in providing inclusion services.

Responsibilities of ECA Parents/Guardians

1. Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs.
2. Parents/Guardians will communicate to the school regarding any changes in their child's inclusion needs.
3. Parents/Guardians will make a request for needed services from the school and/or the IB Program in a proactive manner.
4. Parents/Guardians will provide documentation for IBO inclusive assessment arrangement requests.

Responsibilities of ECA Scholars

1. Students will be proactive in asking for assistance from the IB coordinator and staff members.
2. Students will be proactive in requesting inclusive assessment arrangements.
3. Students will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Inclusion Policy Review

ECA's International Baccalaureate Diploma Program Inclusion Policy will be reviewed at the beginning of each academic year by administrators and teachers, and updated as needed.

This document draws its authority from *Handbook of Procedures for the Diploma Programme* (2015), *Meeting Student Learning Diversity in the Classroom* (2013), *Candidates with Assessment Access Requirements* (2014), *Programme Standards and Practices* (2014).

5. Socio-Economically Disadvantaged Students

ECA teachers and staff will receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and distinct families' challenges to meet their student's needs. Through our Student Success Team ("SST") process, ECA will identify students and families who might need additional resources or supports, including referrals to community service organizations. ECA's ELD/ESL coordinator will also support socio-economically disadvantaged students.

For example, socio-economically disadvantaged students' families may not be able to comply with the early pick up time of most schools. This is why ECA will offer a whole day program with a before and after school program from PreK and on, and parents will be able to drop-off their children starting at 7:00 a.m. until 5:50 p.m. on most school days, both to best serve our students' needs and accommodate working families. ECA will also participate in the federal

Free and Reduced Price Meal program, so that no ECA student will go hungry during the school day. However, the income level of our students and their families is not determinative of their academic ability or life potential. ECA students who are socioeconomically disadvantaged or academically low achieving or struggling with learning differences or are identified as English Learners, can and will meet their academic goals, and we have designed a program meant to support all learners.

The supports that we offer to all of our students will bolster the academic gains of students from all income levels. The program that we offer is based on highly successful schools across the country that repeatedly prove that income does not determine ability as seen in the IB college attendance research discussed below. Poverty is not determinative of ability. ECA will utilize strategies described here and in other sections of this petition to ensure that our socioeconomically disadvantaged students have an uninterrupted opportunity to fulfill their academic potential.

The table below displays examples of some of the supports to be offered to accomplish closing the achievement and opportunity gaps of all students, including the socioeconomically disadvantaged.

Supports for Socio-Economically Disadvantaged Students	
Support	Targeted Grade Levels
Before and After School Tutoring (recommended but voluntary)	TK-8
Free Breakfast	TK-8
Access to Technology (before, during and after school)	TK-8
Instruction on Financial Preparedness for Life and College	7-8
Access to Reading Resources for the Home	TK-8
College Counseling and College Readiness Courses	6-8
Financial Assistance for PSAT 8/9 Exams	8
PSAT 8/9 Tutoring	8
College Tours	7-8
After School Activities	PK-8
After School Snacks (ASES and other grants)	PK -8

6. Foster Youth and Homeless Youth

ECA expects to have some foster youth. ECA may also enroll a number of homeless youth. These students often encounter significant barriers to succeeding in school, as they often move frequently, disrupting their schooling and often leading to frequent and prolonged absence from school. In addition, housing and family instability often leads to trauma, which research has demonstrated to affect academic and social-emotional outcomes for students. Moreover, research demonstrates that there is a strong correlation between student attendance and student achievement, so ECA is committed to closing the achievement gap for these at-risk students while improving student attendance.

ECA will provide a welcoming, safe, and stable place for foster youth and homeless students to attend school, while offering a strong home-school connection, a highly personalized learning environment that adapts to student needs, our social-emotional learning curriculum, and other supports so that these students will feel comfortable approaching ECA staff for guidance, support and resources. ECA will work closely with Los Angeles County agencies in identifying and monitoring foster and homeless youth who enroll. ECA will coordinate with the Department of Children and Family Services to account for the School's foster and homeless youth population, paying special attention to attendance rates of these populations.

Challenges of Foster Youth

Children in foster care may stop attending school regularly, which increases their risk of academic failure. Other barriers to regular school attendance include the challenge of making new friends and the different expectations that biological and foster parents may have regarding education (e.g., the importance of attending school or working hard in school), which can be confusing for the child. Children who change schools also find it difficult to form relationships with school staff who could support their academic success.

Regularly missing school, having to change schools frequently, and having their enrollment delayed cause children in foster care to often become academically and socially behind their peers. These disruptions in school stability increase the risk of academic failure and hinder educational achievement. Youth in foster care often have increased behavioral problems, require special education services, are at increased risk of dropping out of school, and/or have an increased risk of juvenile delinquency (Ryan & Testa, 2005; Zetlin, Weinberg, & Kimm, 2003).

Collaboration with Child Welfare System and Other Partners

The child welfare and education systems are designed to promote the overall well-being of children and families. ECA plans to collaborate effectively with the child welfare system in meeting the educational, physical, and mental health needs of

youth in foster care (Zetlin, Weinberg, & Shea, 2006). This partnership will include sharing of critical information and more timely school enrollment.

Some foster care youth come to school having experienced many traumatic and disruptive events, including the original abuse or neglect, removal from the home, separation from siblings, having to tell and retell the story to strangers, meeting caseworkers, and meeting new foster parents. ECA will develop strong relationships with child welfare agency staff, by meeting frequently with personnel at child welfare agencies to discuss aligned goals and strategies for serving foster youth in order to maintain an effective communication and collaborative partnership with the child welfare system.

Promoting Academic Success for Foster Care Students

ECA will adopt policies that ease the school transitions of children in foster care and improve their chances of academic success. Here are some examples of policies and guidelines that we plan to use to support successful school transitions:

- A policy that ensures immediate enrollment, even if there are missing required educational, health, or special education records
- A policy that expedites convening a special education meeting if the child needs to receive services immediately through an IEP or 504 plan;
- A policy about information-sharing that clarifies what information can be shared about the child and with whom; and
- Guidelines that outline the roles and responsibilities of support staff and foster care parents when enrolling a child in a new school.

ECA will also use these strategies to promote educational stability and academic success for children in foster care:

- Hold regular meetings with an education team of school staff and staff from other agencies involved with the child (e.g., caseworker, teacher, guidance counselor, mental health professional, social worker, juvenile probation officer, special education liaison, Big Brother/Big Sister mentor, educational advocate) to discuss the child's educational progress and needed resources and services.
- Involve the child's caseworker, birth parents, and/or caregivers, as appropriate, in education planning.
- Identify a school staff person (e.g., counselor, teacher) whom the youth can talk to about any problems or concerns.

Supplemental Education Services for Foster Care Students

ECA will collaborate with child welfare agency in preparing the education plan for a child in foster care in order to increase the likelihood of educational stability. Children in foster care have higher rates of chronic medical problems and developmental, emotional, and behavioral disorders than other children (Percora, Jensen, Romanelli, Jackson, & Ortiz, 2009), hence, effective collaboration between ECA and other agencies is critical to ensuring that all providers know which programs and services are available and are being provided to the child.

Special Education Services for Foster Youth

It is critical that the records of new foster students at ECA with an IEP are immediately transferred with the child so that we can begin preparing a supportive environment. ECA will work with the child welfare agency to ensure a seamless transition of all needed school and health records.

Effective collaboration with the local child welfare system will ensure a coordinated effort that provides seamless educational transitions, and to ensure that children's physical, mental, emotional, and educational needs are met. ECA will actively seek effective ways to support the academic success of children in foster care.

Meeting the Needs of Homeless Youth

The Community Liaison will coordinate ECA's efforts to serve homeless students. These efforts will include: identification of homeless students through circulating a Student Residency Questionnaire (SRQ) to determine eligibility for families under the McKinney-Vento Homeless Assistance Act; collaborating with service agencies to refer homeless families to available resources and supports; facilitating transportation services for homeless students as needed; and ensuring immediate enrollment of homeless students as required under the McKinney- Vento Act.

WASC Accreditation and Transferability and Eligibility of Courses

WASC Accreditation

Eagle Collegiate Academy is committed to being a learning organization, and using data to make mission-driven decisions at every level. ECA will work with the Western Association of Schools and Colleges (WASC) to become an accredited charter school. ECA plans on initiating the accreditation process in its first year of operation (2020 - 2021). This visit should provide ECA with its initial accreditation, followed by self-study and three-year follow up visit.

Charter School Goals and Actions to Achieve the Eight State Priorities Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section

52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan (LCAP)

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Elements 2 and 3:

Measurable Student Outcomes and Methods of Measurement

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

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

Eagle Collegiate Academy plans to provide a rigorous learning experience for each scholar. The measurable school and pupil outcomes for ECA are designed to reflect our dedication to educate children so that they are able to make successful practical applications of learned content and skills in a variety of settings. Student outcomes reflect ECA's mission, are aligned with the State Standards, and our definition of an educated person in the 21st century.

Most of ECA's outlined goals are related to student academic proficiency and college preparedness. ELA and math proficiency is primarily assessed through the CCSS aligned SBAC. Student longitudinal growth in ELA and math is assessed using the NWEA MAP. Other academic content areas are assessed using our internally created assessments, which are aligned to California state standards in Social Studies and the NGSS. ECA goals ensure that EL students, including LTELs and ELs at risk of becoming LTELs, and students with disabilities receive the services and supports to which they are entitled so that they can make measurable progress. ECA also has goals that extend to the community and organizational health of our school. In order to best serve our scholars and community, ECA will examine and refine its list of student outcomes in an on-going manner to meet any changes to state or local standards.

Charter School Goals, Actions, and Measurable Outcomes that Align with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

STATE PRIORITY #1— BASIC SERVICES

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

Subpriority A – Teachers

Goal:

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

Actions:

1. Ensure all core teacher candidates screened for employment hold appropriate credentials as defined by the California Commission on Teacher Credentialing (CCTC), and appropriate EL certification.
2. Assign teachers to appropriate classrooms based on the teacher’s credential, certifications, and areas of expertise.

Measurable Outcome	Method of Measurement	Person Responsible
1. 100% of ECA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.	1. Initial and annual evaluation of personnel records and CCTC information in order to verify credentials and degrees. 2. Written staffing plan / master schedule that includes methods to ensure appropriate teacher assignment.	CEO Grade Span Directors (Lower, Middle)

Subpriority B – Standards-aligned Instructional Materials

Goals:

1. All ECA students, in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will have access to standards-aligned instructional materials.
2. ELs will be provided with the supports and accommodations to fully access standards aligned materials and services to support their mastery of standards, including ELD standards.
3. Students with an IEP will be provided with the supports, appropriate modifications and accommodations, in accordance with their IEP, to access standards aligned materials and services to support their mastery of standards, and engage in the program set forth in their IEP.

<p>Actions:</p> <ol style="list-style-type: none"> 1. Core program curriculum will be aligned to CCSS and NGSS. 2. Creation of curriculum maps and identification of standards-aligned materials for every course prior to charter school opening and revisited yearly. 3. Review all instructional materials before purchase pursuant to Education Code Section 60119. 4. Annually audit instructional materials and make purchases as needed. 5. Annually audit EL and special education instructional materials and make purchases as needed. 6. Monthly review of lesson plan materials to ensure alignment with CCSS and CA content standards. 		
Measurable Outcome	Method of Measurement	Person Responsible
<p>100% ECA students will take courses that meet the CCSS, Next Generation Science Standards, and CA State History/Social Science Content Standards.</p> <p>100% of ECA students will have access to standards- aligned instructional materials (digital or hard copies of state- approved textbooks).</p> <p>ELs: 100% access to content</p> <p>Students with IEPs: 100% compliance with IEP program</p>	<ol style="list-style-type: none"> 1. Classroom audit confirms that all students have access to standards-aligned materials. 2. Monthly review of lesson plans. 3. WASC accreditation. 	<p>CEO Grade Span Directors (Lower, Middle), Founding team, Teachers, EL Coordinator</p>
<p>Subpriority C – Facilities</p>		
<p>Goal:</p> <ol style="list-style-type: none"> 1. Students will learn in Charter School facilities that are well maintained and in good repair, as defined by Education Code Section 17002. 		
<p>Actions:</p> <ol style="list-style-type: none"> 1. Maintain and update facilities as needed to provide a clean, safe learning environment and budget money for proper repairs. 1. 2. Address safety hazards immediately and refer general needs items to the Board for review and prioritization. 		
Measurable Outcome	Method of Measurement	Person Responsible
Achieve the Good Repair Standard as determined by the State of California’s	1. Annual inspection with Facility Inspection Tool.	CEO or designee

Facility Inspection Tool (i.e., no deficiencies identified).	<ol style="list-style-type: none"> 2. Daily custodial services weekly check-ins. 3. Monthly review of facility repair log. 4. Board agendas and minutes 	
<p>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency.</i></p>		
<p>Subpriority A – Common Core State Standards (CCSS) Implementation</p>		
<p>Goals:</p> <ol style="list-style-type: none"> a. All ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards and ECA learning goals to ensure for a full implementation of CCSS. b. All students will demonstrate growth in ELA and Math. 		
<p>Actions:</p> <ol style="list-style-type: none"> a. Purchase and create curriculum aligned to CCSS, NGSS, and History-Social Science Content Standards. b. Ongoing professional development for teachers on CCSS. c. Ongoing and annual review of curriculum materials and student performance data. d. Monthly review of lesson plan materials. 		
<p>Measurable Outcome</p>	<p>Method of Measurement</p>	<p>Person Responsible</p>
<p>100% of ECA curricula will be aligned to CCSS, NGSS, History-Social Science Content Standards, ECA School standards</p> <p>ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing CCSS in each curricular area.</p> <p>100% of ECA students will take the MAP Growth Test</p>	<ol style="list-style-type: none"> 1. Annual review of curriculum maps and courses of study showing alignment. 2. Monthly review of lesson plans. 3. Board agendas and minutes 4. PD attendance rosters 5. Student MAP scores for ELA and Math 	<p>CEO Grade Span Directors (Lower, Middle), Teachers</p>
<p>Subpriority B – English Learner Academic Content Knowledge</p>		
<p>Goal:</p> <ol style="list-style-type: none"> 1. EL students will gain academic content knowledge. 		

<p>Actions:</p> <ol style="list-style-type: none"> 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. 		
<p>Measurable Outcome</p> <p>100% of EL students will gain academic content knowledge through the implementation of the CCSS.</p> <p>100% of EL students who have been enrolled at ECA for at least three years and who have at least a 95 percent attendance rate will meet grade level academic content standards in each subject.</p> <p>100% of ECA teachers will embed SDAIE strategies throughout their instruction to ensure EL students have access to the curriculum.</p> <p>100% of ECA Curriculum Maps for English, math, social science and science course are aligned with CCSS, NGSS and CA Social Science Standards and have supports for ELs.</p> <p>100% of ECA teachers will have CLAD or BCLAD certification.</p>	<p>Method of Measurement</p> <ol style="list-style-type: none"> 1. Formative classroom assessment; school wide formative assessments; documented progress towards proficiency on project proficiency scales. 2. Sample unit plans from each teacher with embedded academic language scaffolds for EL students at various proficiency levels. 3. EL student performance on the statewide assessments; ELPAC Assessments; ILP folder; teacher assessments; and annual report cards. 4. Pre- and post-diagnostics (NWEA MAPs) 	<p>Person Responsible</p> <p>CEO Grade Span Directors (Lower, Middle), Teachers.</p>
<p>Subpriority C - English Learner English Language Proficiency</p>		
<p>Goal:</p> <ol style="list-style-type: none"> 1. EL students will become fluent in the English language. 		
<p>Actions:</p> <ol style="list-style-type: none"> 1. Using proficiency scales aligned with CCSS and ELD standards, ECA teachers will monitor progress of EL students to support acquisition of English. 		

2. All teachers will integrate ELD standards into the core curriculum. Integrated and designated ELD will be provided to ELs.
3. Ensure EL personal learning plans are standards-aligned and focused on achieving competency in the core standards.
4. Align curriculum maps to CCSS, NGSS, or CA History-Social Science Content Standards.
5. All EL students will participate in small group tutorials with a certified ELD teacher 2-4 times per week.
6. Teachers will be provided with professional development in English 3D, and Quality Teaching for English Learners, QTEL, training. Ongoing coaching will support teachers as they match their curriculum with appropriate linguistic scaffolds.
7. ECA will monitor ELs who are Reclassified Fluent English Proficient for four years and ongoing until graduation.
8. ECA ELD Coordinator will scaffold support for LTELs.
9. Create English Learner Advisory Committee to get ongoing feedback and plan next steps to support needs of EL students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>At least 70% of ECA EL students make at least one year of progress as measured by the ELPAC after one year at ECA.</p> <p>ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing ELD</p>	<ol style="list-style-type: none"> 1. Ongoing progress monitoring for ELs 2. Annual ELPAC test scores 3. Reclassification Rate 4. PD attendance rosters. 5. ELD Curriculum assessments 	<p>CEO Grade Span Directors (Lower, Middle) Teachers, EL Coordinator</p>

STATE PRIORITY #3— PARENTAL INVOLVEMENT

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

Subpriority A – Achieving/Maintaining Parental Involvement

Goal:

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

Actions:

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

Measurable Outcome	Method of Measurement	Person Responsible
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<p>Parents will maintain membership on School Site Council.</p> <p>Parents attend family orientation and other family events.</p> <p>At least 80% of parents surveyed on the California School Parent Survey (or ECA-designed survey) report that they “agree” or “strongly agree” that ECA welcomes parents’ contributions and actively seeks the input of parents before making important decisions.</p> <p>At least 75% of parents complete the California School Parent Survey (or ECA-designed survey)</p>	<ol style="list-style-type: none"> 1. Results of the California School Parent Survey or ECA created survey. 2. Annual review of the SSC election plan 3. Rosters of SSC, Parent Leadership Team and ELAC 4. Minutes from SSC, parent leadership team and ELAC meetings. 5. Sign-in lists from family orientation and other family events 	<p>CEO Grade Span Directors (Lower, Middle), Teachers, Community Liaison</p>
<p>Subpriority B – Promoting Parent Participation</p>		
<p>Goal: ECA will provide multiple structured opportunities for parent participation at school.</p>		
<p>Actions:</p> <ol style="list-style-type: none"> A. Translate all charter school documents, communication and meetings B. Create a parent outreach plan including survey of interests and capabilities of parents. Match parent interest and expertise with needs students and school. C. Train parents serving on the SSC and ELAC D. Parent-Teacher Conferences after Every Progress Report 		
<p>Measurable Outcome</p>	<p>Method of Measurement</p>	<p>Person Responsible</p>
<p>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</p> <p>Parents volunteer at school. Parents demonstrate satisfaction with academic program and school involvement.</p> <p>Parents receive regular</p>	<ol style="list-style-type: none"> 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. 6. Report to local governing board documenting parent input and participation. 7. List of Parent Volunteers 8. School and classroom newsletters 	<p>CEO Grade Span Directors (Lower, Middle), Community Liaison ELD Coordinator</p>

<p>communication via school newsletter, classroom newsletters, and as needed for individual responses to student needs.</p> <p>Parents are trained in CCSS, ELPAC, entrepreneurship, standardized testing, governance and program support, homework assistance, and other topics as determined by the parent leadership team and approved by the Board.</p>	<p>9. Results of the California School Parent Survey or ECA created survey.</p>	
<p>Subpriority C – Parent Input</p>		
<p>Goal:</p> <p>1. Parents will be integral in developing the LCAP, including the annual goals for all pupils and each subgroup of pupils to be achieved for each of the eight state priorities, and the specific actions the Charter School will take to achieve those goals priorities and assessment.</p>		
<p>Action:</p> <p>1. Conduct community meetings and surveys designed to review and get feedback on LCAP goals</p>		
<p>Measurable Outcome</p>	<p>Method of Measurement</p>	<p>Person Responsible</p>
<p>At least 50% of LCAP goals and actions will be developed through or as a result of parent meetings and workshops. Documented Parent input LCAP development activities</p>	<p>1. LCAP input survey results 2. LCAP goals and actions aligned to parent feedback.</p>	<p>CEO Grade Span Directors (Lower, Middle), SSC, Board of Directors</p>

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

1. *California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
2. *The Academic Performance Index (API) (or equivalent state accountability metric)*
3. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education (college and career ready)*
4. *Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)*
5. *EL reclassification rate*
6. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
7. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

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

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.

Actions:

1. Support students through mastery of standards through integrated core projects
2. Support students who need more time to attain mastery through blended learning in the core program and 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.

Measurable Outcome	Method of Measurement	Person Responsible
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.	<ol style="list-style-type: none"> 1. 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 TK-2 for early learners in reading and mathematics, to track student growth in order to inform instruction and ensure that growth 	CEO Grade Span Directors (Lower, Middle), Teachers

	targets are on track to be met annually.	
Subpriority B – California School Dashboard		
Goal: 1. ECA will meet statewide requirements for performance schoolwide and for all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students.		
Action: 1. Monitor progress of all students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, toward meeting statewide goals.		
Measurable Outcome	Method of Measurement	Person Responsible
80% of ECA students in all subgroups who have been at ECA for a year or more, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will meet statewide accountability benchmarks as they are defined by the CDE.	1. CAASPP Score reports 2. Internal diagnostic, formative and summative assessments. 3. California Accountability Model and School Dashboard Reports	CEO Grade Span Directors (Lower, Middle), Counselor, Teachers
Subpriority C – College and Career Readiness		
Goal: 1. ECA students will take courses in middle school that will allow them to access high school courses that will prepare them to be ready to take UC/CSU entrance as well as entrance into other universities nationally and globally when they get to high school.		
Actions: 1. Rigorous middle school courses that will prepare students to take core program and graduation requirements are aligned with “a-g” subject requirements when they get to high school. 2. International Baccalaureate, (IB) PYP and MYP courses and examinations will be offered.		
Measurable Outcome	Method of Measurement	Person Responsible
100% of ECA middle school students will promote having taken courses that will prepare them to take high school courses that meet the requirements for UC/CSU entrance (“a-g” subject requirements) except as dictated by the IEPs of specific students.	Student transcripts	CEO Grade Span Directors (Lower, Middle), Counselor Teachers
Subpriority D – EL Proficiency Rates		

<p>Goal:</p> <p>1. EL students will become fluent in the English language.</p>		
<p>Actions:</p> <ol style="list-style-type: none"> 1. Using proficiency scales aligned with CCSS and ELD standards, ECA teachers will monitor progress of EL students to support acquisition of English. 2. All teachers will integrate ELD standards into the core curriculum. Integrated and designated ELD will be provided to ELs. 3. Ensure EL personal learning plans are standards-aligned and focused on achieving competency in the core standards. 4. Align curriculum maps to CCSS, NGSS, or CA History/Social Science Content Standards. 5. All EL students will participate in small group tutorials with a certified ELD teacher 2-4 times per week. 6. Teachers will be provided with professional development in English 3D, and Quality Teaching for English Learners, QTEL, training. Ongoing coaching will support teachers as they match their curriculum with appropriate linguistic scaffolds. 7. ECA will monitor ELs who are Reclassified Fluent English Proficient for four years and ongoing until graduation. 8. ECA ELD Coordinator will scaffold support for LTELs. 		
<p>Measurable Outcome</p> <p>At least 70% of ECA EL students make at least one year of progress as measured by the ELPAC after one year at ECA.</p> <p>ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing ELD</p>	<p>Method of Measurement</p> <ol style="list-style-type: none"> 1. Ongoing progress monitoring for ELs 2. ELPAC test scores 3. Reclassification Rate 4. PD attendance rosters. 5. ELD Curriculum assessments 	<p>Person Responsible</p> <p>CEO Grade Span Directors (Lower, Middle) Teachers, ELD Coordinator</p>
<p>Subpriority E – EL Reclassification Rates</p>		
<p>Goal:</p> <ol style="list-style-type: none"> 1. 1. EL students will become fluent in the English language and make progress towards reclassification. 		

Actions:

1. Using proficiency scales aligned with CCSS and ELD standards, ECA teachers will monitor progress of EL students to support acquisition of English.
2. All teachers will integrate ELD standards into the core curriculum. Integrated and designated ELD will be provided to ELs.
3. Ensure EL personal learning plans are standards-aligned and focused on achieving competency in the core standards.
4. Align curriculum maps to CCSS, NGSS, or CA History/Social Science Content Standards.
5. All EL students will participate in small group tutorials with a certified ELD teacher 2-4 times per week.
6. Teachers will be provided with professional development in *English 3D*, *Lexia Core5 Reading*, and Quality Teaching for English Learners, QTEL, training. Ongoing coaching will support teachers as they match their curriculum with appropriate linguistic scaffolds.
7. ECA will monitor ELs who are Reclassified Fluent English Proficient for four years and ongoing until graduation and provide needed support.
8. ECA ELD Coordinator will scaffold support for LTELs.

Measurable Outcome	Method of Measurement	Person Responsible
<p>Continuously enrolled EL students at ECA will be reclassified English Language proficient within 5 years.</p> <p>ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing ELD</p>	<ol style="list-style-type: none"> 1. Ongoing progress monitoring for ELs 2. ELPAC test scores 3. Reclassification Rate 4. PD attendance rosters. 5. ELD Curriculum assessments 	<p>CEO Grade Span Directors (Lower, Middle) Teachers, ELD Coordinator</p>

Subpriority F – AP Exam Passage Rates (NA)

STATE PRIORITY #5 – STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

1. School attendance rates
2. Chronic absenteeism rates
3. Middle school dropout rates (EC §52052.1(a)(3))
4. High school dropout rates
5. High School graduation rates

Subpriority A – School Attendance Rates

<p>Goal:</p> <p>1. ECA will maintain a high average daily (ADA) attendance rate because students will be meaningfully engaged in their education.</p>		
<p>Actions:</p> <ol style="list-style-type: none"> 1. Regular monitoring of Charter School attendance and immediately intervene when necessary. 2. ECA will implement a robust School-wide Attendance Incentive Program once the school is in operation. 3. Partner with Parent Leadership Team to create a culture of attendance in the Charter School and community. 4. Collaborate with community-based organizations, health care institutions, housing, child care and transportation officials to provide holistic support for students and their families. 		
Measurable Outcome	Method of Measurement	Person Responsible
ADA rates are at least 95%.	<ol style="list-style-type: none"> 1. Monthly, quarterly, and annual ADA reports. 2. California Accountability Model and School Dashboard Reports 	CEO Grade Span Directors (Lower, Middle) Teachers, Office Manager
<p>Subpriority B – Chronic Absenteeism Rates</p>		
<p>Goal:</p> <p>1. ECA will have no chronic absenteeism school wide because students will be meaningfully engaged in their education.</p>		
<p>Actions:</p> <ol style="list-style-type: none"> 1. Provide individual students with case management through the RTI process that will intervene in cases of excessive absences. 2. Convene Student Attendance Review Team (SART) meeting regularly to monitor progress and to make specific plans to address attendance for at-risk students. 3. Explicit wellness and social/emotional learning practices ensure that students have the skills to persist through difficulties and still attend school. 4. Personalized learning and relationships through the core program ensure that students have a safe and nurturing environment while at school. 		
Measurable Outcome	Method of Measurement	Person Responsible
Less than one percent of students in all subgroups, including English learners, Foster youth, Homeless	<ol style="list-style-type: none"> 1. Monthly, quarterly, and annual ADA reports. 2. California Accountability Model 	CEO Grade Span Directors (Lower,

students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be chronically absent from school.	and School Dashboard Reports 3. SARC	Middle) Teachers Office Manager
Subpriority C – Middle School Dropout Rates		
Goal: 1. Students will persist through middle school with a sustained school enrollment.		
Actions: <ol style="list-style-type: none"> 1. Charter School staff will monitor student enrollment status monthly 2. ECA will provide engaging academic program and targeted interventions as needed for individual students. 3. Maintain communication with families through conferences, phone calls, and reports. 		
Measurable Outcome	Method of Measurement	Person Responsible
All middle school students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will reenroll for high school at ECA or at another school.	<ol style="list-style-type: none"> 1. 0% Middle School Dropout rate 2. Student Information System (“SIS”) 3. CALPADS 	CEO Grade Span Directors (Lower, Middle) Teachers, Office Manager
Subpriority D – High School Dropout Rates (NA)		
Subpriority E – High School Graduation Rates (NA)		
STATE PRIORITY #6 – SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> • Pupil suspension rates • Pupil expulsion rates • Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
Subpriority A – Pupil Suspension Rates		
Goal: 1. All ECA students will feel safe and connected at school and will remain in good behavioral standing at school.		

<p>Actions:</p> <ol style="list-style-type: none"> 1. ECA will use PBIS that includes Restorative Justice to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions. 2. Ongoing professional development regarding classroom management and student behavioral and emotional support. 3. Ongoing communication with parents. 4. Provide individualized behavior plans for struggling students. 		
Measurable Outcome	Method of Measurement	Person Responsible
ECA will have a suspension rate of less than one percent.	<ol style="list-style-type: none"> 1. California Accountability Model and School Dashboard Reports 2. SARC 	CEO Grade Span Directors (Lower, Middle), Teachers, Counselor (RTI) Team
<p>Subpriority B – Pupil Expulsion Rates</p>		
<p>Goal:</p> <ol style="list-style-type: none"> 1. All ECA students will feel safe and connected at school and will remain in good behavioral standing at school. 		
<p>Actions:</p> <ol style="list-style-type: none"> 1. ECA will use PBIS that includes Restorative Justice to help maintain safety and a positive school climate, ensuring accountability while reducing the number of expulsions. 2. Ongoing professional development regarding classroom management and student behavioral and emotional support. 3. Ongoing communication with parents. 4. Provide individualized behavior plans for struggling students. 		
Measurable Outcome	Method of Measurement	Person Responsible
ECA will have an expulsion rate of less than one percent.	<ol style="list-style-type: none"> 1. California Accountability Model and School Dashboard Reports 2. SARC 	CEO Grade Span Directors (Lower, Middle) Teachers Counselor (RTI) Team
<p>Subpriority C – Other School Safety and Connectedness Measures</p>		

Goal:
1. Students will demonstrate satisfaction with ECA academic program, school safety and connectedness.

Actions:
1. ECA will use PBIS that includes Restorative Justice to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions and expulsions.
2. Monthly family events held at school.
3. Ongoing communication with families.
4. On-going school cultural events

Measurable Outcome	Method of Measurement	Person Responsible
90% of ECA students will report that they feel safe and have positive feelings about their connection to the ECA community on the California Healthy Kids Survey. 90% of ECA parents/guardians will report that they feel their student is safe and connected to the ECA community.	1. SARC 2. California Healthy Kids Survey 3. Parent Survey 4. California Accountability Model and School Dashboard Reports	CEO Grade Span Directors (Lower, Middle) Teachers Counselor (RTI) Team Office Manager

STATE PRIORITY #7 – COURSE ACCESS
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: ...
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7-8: English, social sciences, foreign languages, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal:
1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will have access to and will be enrolled in a broad course of study including programs and services to support and accelerate all students.

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

Measurable Outcome	Method of Measurement	Person Responsible
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<p>100% of students will be enrolled in a broad course of study as described above, unless as dictated by IEP of specific students.</p> <p>Students will participate as needed in supplemental services targeting the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students) and students with special needs</p>	<ol style="list-style-type: none"> 1. Student enrollment data 2. Master schedule 3. ECA course list 4. Lesson plans 5. SST Meeting notes including documentation of intervention strategies 6. Professional development records 7. Parent meetings 8. IEPs 	<p>CEO Grade Span Directors (Lower, Middle), Teachers, Counselor</p>
<p>STATE PRIORITY #8 – OTHER STUDENT OUTCOMES <i>Pupil Outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>		
<p>Subpriority A – English Language Arts</p>		
<p>Goal: 1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be proficient in ELA.</p>		
<p>Actions: 1. Ongoing review of curriculum materials and student achievement data. 2. Monthly review of lesson plan materials. 3. Weekly instructional professional development. 4. Monthly review days to monitor student progress and effectiveness of instruction.</p>		
<p>Measurable Outcome</p>	<p>Method of Measurement</p>	<p>Person Responsible</p>
<p>Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in ELA on the California Accountability Model and School Dashboard.</p>	<ol style="list-style-type: none"> 1. CAASPP –SBAC assessments 2. NWEA MAP tests 3. Informal and Formal assessments 4. California Accountability Model and School Dashboard. 	<p>CEO Grade Span Directors (Lower, Middle), Teachers, Counselor</p>
<p>Subpriority B – Mathematics</p>		
<p>Goal: 1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be proficient in Mathematics.</p>		

Actions:		
<ol style="list-style-type: none"> 1. Ongoing review of curriculum materials and student achievement data. 2. Monthly review of lesson plan materials. 3. Weekly instructional professional development. 4. Monthly review days to monitor student progress and effectiveness of instruction. 		
Measurable Outcome	Method of Measurement	Person Responsible
Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in mathematics on the California Accountability Model and School Dashboard.	<ol style="list-style-type: none"> 1. CAASPP –SBAC assessments 2. NWEA MAP tests 3. Informal and Formal assessments 4. Singapore Math educational technology program 5. ST Math assessments 6. California Accountability Model and School Dashboard. 	CEO Grade Span Directors (Lower, Middle) Teachers, Counselor
Subpriority C – Social Studies		
Goal:		
1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be proficient in Social Studies.		
Actions:		
<ol style="list-style-type: none"> 1. Ongoing review of curriculum materials and student achievement data. 2. Monthly review of lesson plan materials. 3. Weekly instructional professional development. 4. Monthly review days to monitor student progress and effectiveness of instruction. 		
Measurable Outcome	Method of Measurement	Person Responsible
Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in Social Studies on internal curricular benchmark tests.	<ol style="list-style-type: none"> 1. Curricular benchmark tests 2. Informal and Formal assessments 	CEO Grade Span Directors (Lower, Middle), Teachers, Counselor
Subpriority D – Science		
Goal:		
1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be proficient in Science.		
Actions:		

1. Ongoing review of curriculum materials and student achievement data.
2. Monthly review of lesson plan materials.
3. Weekly instructional professional development.
4. Monthly review days to monitor student progress and effectiveness of instruction.

Measurable Outcome	Method of Measurement	Person Responsible
Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in Science on the NWEA MAP tests or CAST.	<ol style="list-style-type: none"> 1. NWEA MAP tests 2. Informal and Formal assessments 3. CAST for grades 5 and 8 	CEO Grade Span Directors (Lower, Middle) Teachers Counselor

Subpriority E – Visual and Performing Arts

Goal:

1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be exposed to and appreciate visual and performing arts.

Actions:

1. Ongoing review of curriculum materials and student achievement data.
2. Monthly review of lesson plan materials.
3. Weekly instructional professional development.
4. Monthly review days to monitor student progress and effectiveness of instruction.

Measurable Outcome	Method of Measurement	Person Responsible
Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will participate in visual and performing arts activities weekly.	<ol style="list-style-type: none"> 1. Lessons plans 2. Student portfolios 	CEO Grade Span Directors (Lower, Middle) Teachers Counselor

Subpriority F – Health and Physical Fitness

Goal:

1. All ECA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will develop and practice good healthy and physical fitness habits.

Actions:

1. Ongoing review of curriculum materials and student achievement data.
2. Monthly review of lesson plan materials.
3. Weekly instructional professional development.
4. Monthly review days to monitor student progress and effectiveness of instruction.

Measurable Outcome	Method of Measurement	Person Responsible
Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, are exposed to healthy nutrition and exercise habits weekly.	1. <i>Fitnessgram</i> testing results for students in grades five and seven and 2. Lesson plans	CEO Grade Span Directors (Lower, Middle) Teachers Counselor

Additional Goals, Actions, and Measurable Outcomes

Please see below for a table addressing other goals, actions, and measurable outcomes for the Charter School.

International Baccalaureate		
Goal: 1. IB PYP and MYP courses and exams are accessible to all students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students- the opportunity gap will not exist at our ECA.		
Actions: <ul style="list-style-type: none"> • Provide foundational support for all students to be able to take IB examination through differentiated teaching within core classes, and measuring academic skills as well as knowledge. • Provide personalized intervention for every student in every academic area. • Execute mastery-based and competency-based assessments that allow students to progress at varying rates in the same subject. • Monitor progress of all students in all subgroups, in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students. 		
Measurable Outcome	Method of Measurement	Person Responsible
95% of PYP and MYP students will successfully complete the PYP and MYP except as dictated by the IEPs of specific students.	IB PYP and MYP Culmination Projects and assessments	CEO Grade Span Directors (Lower, Middle), Teachers

Percent of students with disabilities who meet the goals in their IEPs		
Goal: 1. Students with disabilities will demonstrate growth in meeting their IEP goals		
Actions: Monitor progress of all students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students.		
Measurable Outcome	Method of Measurement	Person Responsible
95% of students will meet the goals in their IEPs by the annual IEP renewal date. ECA teachers will participate in 2 weeks of PD before school begins and 3 hours of weekly PD during the school year with sessions dedicated to implementing IEP of students and strategies for students with disabilities	1. IEP's of Students 2. Progress Reports 3. Report Cards 4. NWEA MAP results 5. CAASPP results 6. PD attendance rosters	CEO Grade Span Directors (Lower, Middle), Teachers
TK-2 Grade Performance on the NWEA MAP Test		
Goal: 1. Students in TK-2 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 towards proficiency in ELA and Math		
Actions: 1. Support students through mastery of standards through integrated core projects 2. Support students who need more time to attain mastery through blended learning in the core program and targeted intervention 3. Use NWEA MAP data to change instructional approaches and to modify Personal Learning Plans and personal playlists to support learning by using test data to drive instruction. 4. Monitor progress of all students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students.		
Measurable Outcome	Method of Measurement	Person Responsible
70% or more of ECA students at every applicable grade level, in all subgroups, including English learners, Foster youth,	Student scores on NWEA MAP	CEO Grade Span Directors (Lower, Middle, Upper), Teachers

<p>Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will meet or exceed standards as measured by the NWEA MAP ELA and math tests except as dictated by students IEP.</p>		
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Measuring Pupil Progress Toward Outcomes

Eagle Collegiate Academy shall meet all state standards and shall conduct all pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Eagle Collegiate Academy’s mission strongly indicate that using data to drive instruction is the key to a highly personalized learning environment that ensure that students receive targeted support to reach high levels of proficiency. In alignment with ECA’s mission, all students will develop knowledge, skills, mindsets and networks necessary to be empowered egalitarians with skills to make positive changes in our world. ECA’s strong belief that student achievement data should drive decision-making ensures that ECA will use multiple formative, summative, and state mandated assessment measures to accurately gauge student learning in order to ensure that students are making expected and required progress, and to determine next steps in learning. ECA will measure student progress and achievement systematically in an ongoing manner using various assessments to determine the degree to which ECA is achieving its goal of educating all students. Teachers will use data about their students’ progress to ensure their teaching approaches serve all students. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Assessment of Learning

ECA assessments range from: (1) daily exit tickets, which will be used to inform instruction and intervention on daily basis; to (2) internally developed, standards-based interim assessment administered quarterly, which measure student progress towards mastery and inform instructional planning; to (3) comprehensive summative assessments which measure student mastery of annual standards and provide a measure of the effectiveness of our educational program.

In addition to measuring student mastery, ECA will monitor student growth throughout the school year and review data to understand individual student needs and to monitor the

performance of demographic subgroups. Students' academic performance levels will be gauged against peers across the country using the nationally normed NWEA MAP. Students will take NWEA MAP three times per year (beginning, middle, and end of year) in reading and math. The student scores on MAP will provide a normative measure of their performance against other students as well as a longitudinal measure within each year and across years. It is important to track the degree to which they are on the path to college preparedness. In 2015, NWEA conducted a study of the relationship between MAP scores and student performance on the ACT, in order to provide schools with the ability to use MAP scores as a predictor of college readiness. The study found that middle school students are likely to reach college readiness by high school graduation, benchmarked as an ACT score of 24, if as middle school students they score between the 70th and 84th percentile in math and the 66th and 75th percentile in reading. ECA students will be supported to reach these benchmark percentiles by the time they complete the eighth grade. To effectively support students, ECA will use their performance data on the diagnostic MAP assessment that they will take in the fall of each year to establish individual annual growth goals for students that will lead them to the college readiness benchmarks for reading and math by the time they complete middle school. The MAP will be administered again mid-year and end-of-year.

Students will take SBAC each spring in all grades as required to determine their mastery of grade level CCSS in ELA and math. SBAC will allow us to understand the academic standing of our students on a comparative basis against their peers in the District and across the State of California. ECA will measure college readiness by having students participate in the College Board's PSAT 8/9 which will provide them, their families, the school, and the District with information on whether students are on track to achieve a successful score on the SAT exam.

Assessment Tools

Eagle Collegiate Academy will use assessment tools to understand our effectiveness and to measure student progress toward meeting the school's learning goals. Through a series of short-term, interim and summative assessments, ECA will use a systematic, data-driven instruction cycle in order to personalize the learning experience for all students, and to make data-based decisions. Below is a chart that outlines the assessment tools and what they are used for. The assessment tools described below effectively align as methods of measuring our student outcomes above because of the use of multiple measures of assessments for all the student outcomes. Some specific tools are also described below the chart.

Eagle Collegiate Academy Assessments						
	Daily/Interim Assessments	Summative Assessments	Norm-Referenced Assessments	State Assessments	International Assessment	Language Proficiency
Type of Assessment	Internally developed a. Daily Exit Tickets b. ELA, Math, Science and Social Studies Unit Assessments c. ST Math	Quarterly benchmark performance assessments covering ELA, Math, Social Studies, and Science standards taught to date Internally created end of year math assessment.	1. NWEA MAP (ELA & Math) 2. PSAT 8/9	1. Smarter Balanced Assessment ("SBAC") 2. California Science Test ("CAST") and California Alternate Assessments ("CASS") 3. California FITNESSGRAM	IB Exams	ELPAC
Description	Periodic assessments measuring student progress towards end of year mastery goals. Questions on interim assessments include questions modeled after SBAC questions.	Comprehensive assessments measuring mastery of standards and objectives covered to date.	Assessment measuring a student's performance against the performance of other test takers.	Comprehensive assessment measuring student mastery of grade level state standards.	Assessment for IB MYP at the end of MYP (not mandatory)	Administered to students with a home language other than English to assess English proficiency

Score Significance	Mastery of standards.	Mastery of standards and rubric evaluations with qualitative feedback	RIT Score - equal interval scale measuring individual item difficulty values to estimate student achievement	Level of mastery overall and as applied to specific standards	Mastery of Standards	English Proficiency Level
Purpose	<ol style="list-style-type: none"> 1. Predict student performance on SBAC 2. Measure student mastery of standards 3. Evaluate effectiveness of instruction 4. Identify students in need of remediation 5. Identify standards in need of re-teaching 	<ol style="list-style-type: none"> 1. Measure student mastery of standards 	<p>Compare student growth and academic performance to peers.</p> <p>Measure growth of students over time.</p>	<ol style="list-style-type: none"> 1. Measure student mastery of standards. 2. Compare student academic performance to peers 3. Measure student, class, and school growth over time. 	Determine whether students mastered the IB standards and concepts taught	Measure English proficiency and provide benchmark for English acquisition over multiple years.
Format	Questions aligned to CCSS and modeled after SBAC questions	<ol style="list-style-type: none"> 1. Quarterly assessments will require students to research, write, and physically perform 2. Math assessment will be aligned to 	Adaptive computerized assessment	Computerized math and ELA assessment	Paper and Pencil/pen	Multiple choice and performance

		CCSS and modeled after SBAC questions				
Frequency	1. Daily Exit Tickets administered at the end of most lessons 2. Unit assessments Administered at the end of each unit (roughly 6 – 7 times per school year) 3. ST Math administered weekly	1. Quarterly assessments – 3 times per year 2. Math – administered at the end of the year	3 times per year	Annually	Annually	Initial identification assessment and annual follow up to measure progress towards English proficiency

International Assessments

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

National Assessments

Students will take the PSAT 8/9. ECA will use PSAT 8/9 performance data to target growth areas.

CA State Assessments

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

- California Assessment of Student Performance and Progress (CAASPP) tests,
- California Science Test (CAST)
- California Alternate Assessments (CAA)
- English Language Proficiency Assessment for California (ELPAC) to measure progress of English learners towards proficiency annually
- California Physical Fitness test in Grades 5 and 7.

ECA Site-Based Assessments

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

1. Northwest Evaluation Association's Measures of Academic Progress, MAP, which measures literacy and mathematics skills for each student from K-12
2. Textbook publisher created pre-tests, unit tests and post-tests
3. Teacher created pre, post and unit tests
4. Diagnostic placement tests such as Mathematics Diagnostic Testing Project (MDTP) tests aligned to state-adopted content standards for entering 7th and 8th graders.

Summative Assessments

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

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

School-wide Performance and Project Based Assignments

Performance assignments are standards-aligned projects, papers, or tasks that require students to produce or create a product. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. ECA teachers will work collaboratively to develop school wide performance assignments in research strands spanning grades preK-8. Teachers will use defined rubrics to assess student performance. The common core standards, department and grade level benchmarks and core assignments facilitate the determination of standards to be tested on performance and project based assignments using performance assessments. Teachers will create the performance assignments collaboratively.

Performance Assessments

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

Mastery-based grading

ECA teachers will use mastery grading whereby student grades are based on their demonstrated proficiency of specific knowledge and skills rather than an average of points earned over time. This allows students to meet learning targets without being penalized for not getting there in a certain amount of time. It also gives meaning to grades, indicating a student's level of mastery of the content rather than his or her ability to get work turned in "on time" Because students always know what their level of mastery is for specific learning goals, they always know what their strengths and areas of growth are. A mastery- based grading system promotes a growth mindset because students always have the opportunity to grow and learn from their mistakes. It also facilitates differentiation of instruction for students because teachers can direct targeted extensions and interventions for specific groups of students based on their analysis of data. Mastery- based grading is an integral part of a competency-based system.

Data-Based Decisions

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

- use of data walls to display school-wide benchmark achievement;
- teachers will use data continuously for instructional improvement;
- teachers will teach students to examine their own data and set personalized learning goals;
- ECA CEO will provide supports that foster a data-driven culture within the school such as professional development on data use;
- School-wide reports will be developed such as the SARC that ensure student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups
- ECA will create and maintain a school-wide data system accessible to all stakeholders

ECA Plan for Data Collection, Analysis and Reporting

All stakeholders at ECA will be actively involved with the analysis and reporting of data. At ECA, data will be reviewed at the individual student level, classroom cohorts and schoolwide to monitor specific groups of students and the effectiveness of various programs and interventions.

School Administration's Use of Data: The CEO and grade span directors will be responsible for all schoolwide student assessment data, monitoring the administration and analysis of common classroom assessments at each grade level. ECA student assessment scores will be analyzed in grade-level teams in regular data review cycles and by the administration throughout the school year, as well as longitudinally, to identify trends. Weekly professional development and collaboration time has been built into ECA Bell Schedule and School Calendar to enable data review and analysis.

Teachers' Use of Data: ECA teachers will use student data to create learning opportunities that allow students to discover ideas and construct knowledge for themselves. Teachers will collect informal and formal student assessments on a daily basis, ranging from quizzes, standardized diagnostic, formative or summative tests, observational information, student surveys, exit tickets, and other student work samples. These assessments will be used to inform and monitor instruction and achievement and will be included in student PLPs to demonstrate students' progress towards meeting academic and non-academic goals. Grade-level and subject-area teams will also examine assessment data and student work samples regularly, checking for alignment between standards, instruction, and assessment. These teams of teachers will analyze student work to evaluate the quality of instruction at ECA, individual student progress, and the effectiveness of the core curriculum. ECA CEO and grade span directors will support teachers in this work to ensure continuity in planning and assessment.

Students' Use of Data: ECA students will be empowered to use data to monitor and improve their learning. Students will use the results of various assessments to create their personalized learning plan, PLP with their teachers' support. Through the week, as students are working toward their learning goals, teachers will ask students to reflect on their progress towards meeting their goals and what evidence shows that the learning goals have been met. Teachers monitor the process and assist students in providing an accurate self-analysis of their proficiency. Students will actively personally reflect on, monitor and complete their own learning goals using the PLP. On a monthly basis, or more frequently if needed at the lower grade levels, teachers work with students through a goal-setting process. Students compile their own data, such as classroom assessments, standardized assessments (if appropriate) and reflect on their own learning, achievement of learning goals, benchmark assessments, and fluency rates in their PLP. Teachers guide students through the process of reflecting on their previous learning goals and setting new goals monthly.

Parents' Use of Data: ECA will actively engage parents about their children's progress and data through the mailing of and discussion of their children's progress reports and standardized test results. Students will be able to explain their specific data to their parents by sharing their PLPs with them to show their progress toward meeting their relative academic goals. There will be four parent conferences per year after each of the quarterly report cards. Two will be held in the fall, and two will be in the spring. ECA believes in working closely with parents to ensure the success of all students.

ECA's Board Use of Data: The ECA Board's process for data-driven decision-making will have an annual cycle. Each year and at benchmark intervals during the year, the CEO will present the Board with a review of student assessment data and analysis of its implications for instruction. The board will use this report to track student performance and other metrics to ensure that the school is meeting ECA goals and student outcomes. The CEO's recommendations to the Board may address curriculum/textbook adoption, changes to instructional methodologies and practices, services and supports for student sub-groups, professional development, staffing, student performance goals and benchmarks, and related items requested by the Board. The Board will consider the CEO's reports and recommendations and take action or seek additional

information, as it deems appropriate. Data reporting and analysis at benchmark intervals will provide a basis for monitoring decisions that have been made or are under consideration. The CEO will involve staff and guardians in this process, and the Board will also invite stakeholder participation to inform its decision-making. The Board recognizes that it is accountable to the students, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of the charter school. Based on these evaluations, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by the charter school.

Reporting Student Achievement Data

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

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

Data Management System

ECA will use Gradelink for our student information system management and SEIS for special education program management. School staff will be able to view and print reports on attendance, discipline and longitudinal data and run accountability, achievement, certification, or demographic reports with full confidence in the accuracy of the data. Parents will also be more connected to the performance of their children with 24 hour access to student's grades and attendance. All key stakeholders such as parents, teachers and school administration can collaborate in ways that drive academic performance, enhance communication, and most of assist us in meeting our annual goals.

Ongoing Improvement

The ECA Board of Directors, administrators, teachers, students and parents will use data to establish, evaluate, and improve the education program and school policies.

Element 4: Governance Structure

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

Eagle Collegiate Academy, ECA, will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The Charter School shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Legal Structure

Nonprofit Public Benefit Corporation

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

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

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

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

Eagle Collegiate Academy will follow the Attorney General Opinion, dated December 28, 2018, the Senate Bill (SB) Number 126, approved by Governor Newsom on March 5, 2019. ECA shall comply with the *Government Code (GC)* Section 1090, Brown Act and the Public Records Act. Hence, Eagle Collegiate Academy's governing board

- will file statements of economic interest according to the Political Reform Act;
- will have governing board policies that ensure that board members will not be financially interested in any decision made by the governing body;

- will comply with the California Public Records Act and with the Brown Act.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

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

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

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

Board of Directors

Eagle Collegiate Academy is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in accordance with its corporate bylaws that shall be consistent with the Charter. The Board will execute its responsibilities by creating, adopting, and monitoring a long-term strategic plan and associated budget, and to employ and evaluate the leadership of ECA. Eagle Collegiate Academy's Board of Directors will hold public meetings at least every other month in accordance with the Ralph M. Brown Act. Parents and members of the public are invited to attend Board meetings. Board of Directors support the mission of ECA and serve voluntarily.

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

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

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

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

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

Board Delegation of Duties

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

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

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

- **President**

The Board President presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to ECA, sets Board agendas in collaboration with the Chief Executive Officer, and performs all other duties normally incumbent upon such an officer.

- **Vice President**

The Board Vice President is the secondary volunteer leader of the Board and as such, takes responsibility for the duties of the president as required in the president's absence. The Vice President supports the activities of the President including sharing responsibilities as appropriate.

- **Secretary**

The Board Secretary provides written agendas of the sessions of the full Board and the meetings of the standing committees in advance. The Board Secretary distributes to the Board of Directors appropriate background information on subjects to be discussed 72 hours in advance of the Board meeting, prepares and provides written minutes to Board of Directors, files approved minutes, and maintains the official list of Board of Directors in accordance with procedure.

- **Treasurer**

The Board Treasurer manages, with the Finance Committee, the Board's review of and action related to the Board's financial responsibilities including working with management to ensure that complete financial records are available if requested by auditors, the District, or other entitled parties. The Board Treasurer works with the CEO and financial back office vendor to

ensure that appropriate financial reports are made available to the Board on a timely basis and assists the CEO in preparing the annual budget to the Board for approval.

Board Selection Criteria, Process and Term

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

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

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

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

Board Responsibilities

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

The Board is accountable for the academic, financial, and operational success of the Charter School, and is responsible for providing financial oversight of the Charter School. As such, the Board will endeavor to select a Treasurer with experience in finance, economics, and/or accounting, and will create a Finance Committee.

The Treasurer and the Finance Committee will ensure that the Board monitors the Charter School's finances as well as ensures that the Charter School has robust financial and accounting

systems and procedures in place. The Finance Committee will work with the CEO to develop an annual budget (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. At the end of the fiscal year, the Board will contract with a CPA firm to conduct an audit.

Board Committees

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

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

with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet.

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

The Board will also seek and receive input from the School Site Council, Parent Leadership Team, Student Leadership, English Learner Advisory Council, certificated and classified staff. The Chief Executive Officer will be responsible for establishing these variety of stakeholder groups, the School Site Council, Parent Leadership Team, Student Leadership, English Learner Advisory Council, certificated and classified staff leadership who will provide input to ECA Administration and Board of Directors.

Charter School Chief Executive Officer

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

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

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

School Site Council (SSC)

ECA will establish a school site council. The Legislative intent for the establishment of SSC is that all stakeholders should have a major role in the decisions regarding how a school functions in

order to ensure the success of all students. The CEO will work closely with the school site council, SSC. The School Site Council is the representative body for determining the emphasis of ECA's instructional program and associated categorical funding. California *Education Code (EC)* Section 52855 and *EC 64001* require the SSC to develop, review annually and update the Single Plan for Student Achievement, SPSA. ECA SSC will recommend the SPSA to the board of directors for approval.

SSC Composition and Selection

ECA's SSC shall be composed of the CEO, teachers selected by teachers, classified staff selected by classified staff, parents of students attending the school and/or community members selected by such parents, and students selected by students. ECA's SSC shall be constituted to ensure parity between the CEO, classroom teachers, classified staff, parents or community members and students. Teachers shall be the majority of all stakeholders represented. ECA's SSC will have 40% teachers, 20% parents, 20% students, 10% classified staff, and the CEO (10%). ECA will elect SSC members by ballot for each group after adequate notice. All SSC members will serve a two-year term. To ensure that the members are not completely new to the SSC, election for half of the members will be held on even years and the other half on odd years. As a result half of the members of the founding SSC will serve a three-year term. The terms of office and the SSC responsibilities will be indicated on the election notice. ECA SSC may have the following officers:

- A chairperson to organize, convene, and lead meetings of the SSC
- A vice chairperson to serve in the absence of the chairperson
- A secretary to record actions taken at SSC meetings and keep SSC records
- A parliamentarian to resolve questions of procedure, often with the help of *Robert's Rules of Order* or similar guide
- Other officers as necessary to perform stated duties in support of the work of the SSC

Board Training and Sustainability

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

Parental and Stakeholder Involvement

Parents provide critical input to the Board and to the Eagle Collegiate Academy's management;

as such, it is essential that parents and families are involved and invested in the success and growth of the Charter School, and that their input is noted by the entire staff, administration and the Board of Directors from the broadest family involvement possible.

Strategies for gathering parental input include:

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

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

The English Learner Advisory Committee is responsible for giving advice to Charter School leadership and staff on programs and services for English learners. The committee will also contribute to the development of our LCAP and Single Plan for Student Achievement (“SPSA”) plans. ECA plans for parents of English Learners to comprise at least the same percentage of the ELAC membership as EL students comprise in the Charter School’s total population. Annually, parent members of the ELAC will be elected by parents/guardians of ELs. Other members of the ELAC will be appointed by the CEO. Upon formation of an ELAC, appropriate funds will be allocated to support reasonable expenses that parents may incur in carrying out their duties as members of the ELAC. On an annual basis, ECA shall provide the ELAC with relevant training that may be needed for members to carry out their duties. Interpretation services will be available at large public meetings.

The CEO will work closely with the Parent Leadership Team to organize monthly meetings. During the monthly Parent Leadership Team meetings, parents are invited to attend and

participate in conversations with Charter School leaders about the overall success of the Charter School as well as any challenges they may be facing or improvements they would encourage.

Parent Center

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

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

Element 5: Employee Qualifications

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

Equal Employment Opportunity

Eagle Collegiate Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. ECA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. ECA is a School of Choice and no employee will be forced to work at ECA.

General Qualifications

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

NCLB and Credentialing Requirements

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

Employee Types, Qualifications and Key Positions

This section details the different types of employees the charter school will employ and the qualifications for each category of employee. ECA will employ teachers, support staff which includes instructional and non-instructional support staff and administrators. Additionally, the key positions and expected qualifications of the employees in the respective key positions have been described in each category.

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

Teachers including Education Specialists or Special Education Teachers

Eagle Collegiate Academy will hire highly qualified teachers available and will adhere to the provision enumerated in Ed Code Section 47605 (1): Teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

These documents shall be maintained on file at the school and are subject to periodic inspection by the chartering authority. ECA will have flexibility regarding the qualifications needed for teachers in non-core subject areas such as in Visual and Performing Arts as specified in NCLB applicable to charter schools.

Accordingly, a teacher at ECA must possess the following:

- A bachelor's degree;
- A State credential for specific position, except non-core teachers;
- Special Education (Education Specialist with autism) for Special Education instruction
- A CLAD or BCLAD Certificate, except non-core teachers; and
- Demonstrated core academic subject matter competence.

Eagle Collegiate Academy teachers should also have the following qualifications:

- Critical constructive thinking;
- Belief in ECA mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.

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

ELD/ESL Teacher / ELD/SED Coordinator: In addition to the above qualifications, ECA ELD/ESL Teacher/ELD / SED Coordinator should have the skills to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data. Also in addition to teaching students, he/she will be required to work with a diversity of individuals and/or groups in a wide variety of circumstances. The ELD/SED Coordinator is classified as a teacher.

Monthly reports will be generated to check for credential expiration status and reminder notifications will be sent to individuals prior to credential expiration date. The Office Manager will print hard copies of credentials from the California Commission on Teacher Credentialing website and keep in file on site. To ensure quality instruction takes place throughout the Charter School, ECA will conduct continuous, year-round searches for high-caliber candidates for teaching positions. The continuous year-round searches will also ensure that ECA does not rely on emergency-credentialed teachers. ECA also has a list of recently retired credentialed teachers who are willing to teach at ECA if needed.

Support Staff

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

Instructional Support Staff

General qualifications will include:

- High School Diploma
- Completion of some college courses or Associate Degree
- Ability to work with others in a team

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

Non-instructional Support Staff

(After School Coordinator, Climate Assistant, Before School Coordinator, Office Assistant)

General qualifications will include:

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

Custodian

General qualifications will include:

- High School Diploma or above
- Work experience as custodian, janitor, or a similar role preferred
- Ability to prioritize and manage a large number of responsibilities
- Ability to work independently
- Solid working knowledge of industrial cleaning equipment and appliances and how to maintain them
- Knowledge of safety protocols such as disposal of chemicals and other hazardous items
- Comfortable with basic landscaping and maintenance tasks
- Detail oriented and conscientiousness
- Stamina, good physical condition, and strength
- Ability to work 8 hours on your feet and physical strength to lift 30 lbs.

Community Liaison

The Community Liaison will work with administration to develop and create community partnerships to support authentic contexts for projects in the core content; to plan and facilitate Parent Leadership Team, ELAC and other stakeholder meetings. The Community Liaison will oversee ECA Parent Center. In the first year, the Community Liaison will also function as the After School Coordinator

General qualifications will include:

- Associate Degree or above
- Strong communication skills in reading, writing, speaking and listening

- Fluency in English and Spanish
- Proven ability to work collaboratively with a diverse group of stakeholders.
- Ability to prioritize and manage a large number of responsibilities
- Strong organizational skills
- Ability to work independently
- Proficiency in technology and willingness to learn independently

Office Manager

General qualifications will include:

- Associate Degree with extensive Office Manager experience (Bachelor's Degree preferred)
- Organize and schedule meetings and appointments
- Organize office operations and procedures
- Work closely with back office provider to ensure timely sharing of essential material
- Manage relationships with vendors, service providers, and landlord, ensuring that all items are invoiced and paid on time
- Manage office budget, ensure accurate and timely reporting
- Coordinate with IT department on all office equipment
- Provide general support to visitors
- Experience in a school setting preferred

School Counselor

The school counselor provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of all students by developing and implementing a system of research-based academic and socioemotional supports. The school counselor monitors and evaluates student outcomes by assessing student needs and making referrals to appropriate school resource personnel, social agencies, community agencies and alternative programs. The school counselor is responsible for communicating and interacting with students, parents, staff and community in order to appraise student needs and interests and to discuss appropriate recommendations for educational options. The school counselor will conduct an annual review of the quality of program implementation.

The minimum criteria for the School Counselor include:

- Bachelor's degree
- Masters Degree consisting of a minimum of 48 semester units in a Commission-approved professional preparation program specializing in school counseling, including a practicum with school-aged children
- Pupil Personnel Services School Counseling Credential (PPS/SC)
- Teaching experience preferred
- In-depth understanding of and commitment to the Charter School's vision and mission
- Positive references

Dean of Students

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

The minimum criteria for Dean of Students include:

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

Administrative credential preferred

Administrative Team

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

Lower and Middle School Directors

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

- Master's degree (M.Ed., M.A.)
- Management, administrative and instructional expertise;
- At least five years of experience in the education field
- Positive references
- Administrative credential preferred

Chief Executive Officer

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

The CEO will have the following knowledge competencies:

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

The minimum qualifications for the CEO include:

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

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

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

Third Party Contractors

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

Professional Development

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

Additionally, as has been previously described in details in Element 1, ECA will have a two-week Summer Institute / professional development prior to the opening of school. ECA has also built in weekly professional development time for teachers in the master schedule to ensure an on-going collaboration and learning that will equip teachers to excel in the classroom. The professional development will cover effective strategies for all content areas, special education, English learners, school climate and international baccalaureate. The IB professional development categories are described below.

IB Professional Development

The IB has designed professional development in three categories:

Category 1 training ensures teachers and leaders understand the nature of the IB program and the approaches for teaching and learning. *Category 1* professional development ensures educators understand their role, know where to start, and where to find resources to aid the deepening of their understanding and the effectiveness of their implementation. This training is required before a school can become authorized and should happen early in the candidacy process. Please note: IB expects that teachers and leaders taking *Category 1* training have never been in an IB program before. ECA CEO will complete the PYP School Leader training in October 2019 prior to the charter petition approval.

Although IB does not require teachers to be trained before the opening of school, ECA plans to train our teachers before the opening of school in an IB In-School Workshop during ECA Summer Institute. The title of the training is *Making the PYP happen: Implementing agency (Category 1)*. In-School workshops are two and a half days long and must include 15 hours of instruction. All workshop participants that attend all 15 hours of training will receive a certificate of participation after completing an on-line survey to evaluate the workshop experience.

Category 2 training is designed to advance implementation for those who have been implementing IB programs for enough time that they have started to make their own informed decisions about their practice. Schools should send educators to *Category 2* training to seek more guidance for improving their practice. ECA teachers and leaders will be provided ample time in the school year to collaborate, share best practices, and reflect on their implementation so they become a vibrant learning community.

Category 3 training focuses on specific components of an IB education so that schools advance in specialized and unique areas. Some of these areas might be related to the nature of inquiry, concept-based learning, projects, service learning, inclusion, digital citizenship, learning new languages, social and emotional learning, the role of arts (and many other specific subject areas), academic writing practices, and how to look beyond the disciplines (subject areas).

IB professional development empower teachers and leaders to use best practices and provide high quality education for all kinds of learners. Teachers and leaders can also become trained IB Educators (consulting, visiting schools and providing feedback); examiners, or workshop

leaders. The IB has the largest and most dynamic network for teachers teaching teachers in the world.

The ECA team has deep knowledge of IB professional development requirements and guidelines, and is fully prepared with IB support to provide pertinent professional development for all ECA teachers and leaders to ensure a high-quality IB instructional program for all ECA students.

Staff Selection and Recruitment

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

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

Element 6: Health and Safety Procedures

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

In order to provide safety for all students and staff, Eagle Collegiate Academy will adopt and implement full health and safety policies and procedures and risk management policies at the Charter School site in consultation with insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by ECA administration and Board of Directors. The Charter School shall ensure that staff is trained annually on the health and safety policies. A full draft of these health and safety policies and procedures shall be provided to the District for review at least 30 days prior to operation. ECA will develop, review and annually update ECA's school safety plan pursuant to EC Section 47605(b)(5)(F)(ii)(iii).

Please see Appendix N for an early draft of the Comprehensive School Safety Plan.

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

Criminal Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

Eagle Collegiate Academy's faculty, staff and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, will be assessed and examined for tuberculosis prior to commencing employment/providing service, and working with students, and at least once every four years thereafter as required by Education Code Section 49406. Records of TB clearance and certifications will be maintained.

Immunizations

Eagle Collegiate Academy shall adhere to all laws related to legally required immunizations for entering students as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. ECA will comply with Senate Bill 277 to ensure that all students have been immunized against 10 diseases: diphtheria, Haemophilus influenzae type b (bacterial meningitis), measles, mumps, pertussis (whooping cough), polio, rubella, tetanus, hepatitis B and chicken pox unless the parent provides a medical exemption. Records of student immunizations will be maintained.

Medication in School

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

Severe Allergic Reaction

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

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. ECA will contract for such screenings with outside providers on a fee-for service basis, with qualifications meeting the requirements of Education Code Section 49452 *et seq.* ECA will utilize the CDE's "Standards for Scoliosis Screening in Public Schools," "Standards for Vision Testing in Public Schools," and CDE's and the California Department of Health Services' resources on hearing screening/audiometry when selecting screening providers and supervising the screening process. ECA will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

ECA will provide an information sheet regarding type 2 diabetes to the parents or guardians of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Cardiopulmonary Resuscitation, CPR Training

All instructional staff and school leadership will be CPR and first aid certified and expected to keep current certification in CPR and First Aid. All appropriate staff will receive training in basic first aid. Emergency packs will be stored in each classroom and equipped with rosters,

emergency cards, first aid supplies, flashlights and hardhats. Additional emergency supplies such as food, water and portable toilets will be stored in the classroom. Inventory lists of first aid and emergency supplies will be stored in the main office.

Blood Borne Pathogens

Eagle Collegiate Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. ECA Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Access to Mental Health Services

Eagle Collegiate Academy shall notify students and parents/guardians no less than twice during the school year on how to initiate access to mental health services on campus or in the community per AB 2022.

Drug Free/Alcohol Free/Smoke Free Environment

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

Family Educational Rights and Privacy Act, FERPA

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

Student Records

Eagle Collegiate Academy will establish and adhere to procedures related to confidentiality and privacy of student records. ECA will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with policies to be adopted by the charter school’s governing board. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password-protected accounts to ensure the same limits on access to student files.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

will be addressed in a sexual misconduct policy that will be developed and placed in both staff and in parent-student handbooks.

Food Service and Other Auxiliary Services Safety

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

Facilities Safety

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

Emergency Preparedness

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

Interscholastic Athletic Program

Eagle Collegiate Academy, should it offer an interscholastic athletic program, will develop and put in place, a written emergency action plan and acquire at least one AED for the charter school per California Assembly Bill 2009.

Additional Key Safety Policies Include:

Fire Drills

Eagle Collegiate Academy shall conduct fire drills as required under Education Code Section 32001. Fire drills will be conducted monthly. Office personnel will maintain a record of fire drills held and the total time to complete evacuation. The protocol for fire drills is as follows: when the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

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

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

Disaster Drills

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

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

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

Bomb Threats

The protocol for handling bomb threats is as follows: the person receiving the call or letter will

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

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

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

Evacuation Plan

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

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

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

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Staff Responsibilities

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

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

Element 7: Racial and Ethnic Balance

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

Eagle Collegiate Academy will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation), or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

Outreach To Achieve Racial And Ethnic Balance

Eagle Collegiate Academy understands that all people learn best in diverse environments. ECA expects our students to reflect the community demographics described in *Element 1: Target Student Population* that are diverse and reflective of the Acton-Agua Dulce Unified School District and surrounding areas including Hispanic, Asian, African American, socio-economically disadvantaged, English learners and students with disabilities. ECA will strive to meet the demographics of the district and surrounding areas as seen below:

Sub-group	Percent
White	52%
Hispanic	43%
Other	5%
Socio-economically Disadvantaged	52.6%
Special Education	13.1%
English Learners	15.3%

Sub-group	SCV %	Palmdale %	Lancaster %
White	48.3%	22.1%	39%
Hispanic	32.2%	58.6%	32%
Asian	10.8%	4.3%	4.1%
Black	4%	12.3%	21.3%
American Indian	0.3%	0.5%	0.2%
Other	4.4%	2.2%	3.4%

Source: Southern California Association of Governments, SCAG 2018

AADUSD 2018-19 LCAP Update, June 28, 2018

This demographic information will serve as benchmarks to monitor whether the applicant pool is reflective of the target student population described in Element 1. Through ECA outreach efforts, ECA will ensure our charter school recruits students that are reflective of the demographic makeup of all District schools including English Learners and students with special learning needs; and the demographics of the surrounding communities that we expect our families to come from.

ECA will implement the following recruitment strategies and targeted outreach efforts in order to meet the above demographics:

Parent Information Meetings

ECA team have hosted and or attended several informational and input gathering meetings to

get parents engaged and give us feedback on our model in different parts of our communities, including local community centers, churches and schools to ensure that meetings are accessible to all families. These meetings were held in Agua Dulce and other communities we are expecting our families to come from such as Canyon Country, Valencia, and San Fernando Valley. We will continue to host and attend meetings.

Online Presence

We have developed a website, Facebook page, and a Twitter account in order to share updates and events. ECA's website and social media have generated a platform which both interested potential families/students and teachers use to communicate with ECA.

Ongoing Recruitment Strategies

Eagle Collegiate Academy will conduct an ongoing recruitment effort in order to reach out to all the families and communities we are trying to serve. ECA will make a concerted effort to ensure that all families, including families in poverty, academically low-achieving students; students with disabilities, and other youth at risk of academic failure such as Homeless and Foster Youth are reached by employing these strategies:

1. Adhering to the admission process timeline described in Element 8 that allows for a broad-based recruiting and application process.
2. Developing promotional and informational material that appeals to all of the various racial and ethnic groups represented in our communities including Spanish language materials.
3. Distributing promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District and surrounding areas such as local sports leagues, and after school programs.
4. Conducting a targeted advertising campaign in diverse neighborhoods throughout our communities to ensure that all families have opportunities to learn about the school.
5. Visiting local pre-k centers to share information with families of children who are
6. enrolled.
7. Partnering with non-profit organizations, such as Boys and Girls Clubs, Girls and Boys Scouts that serve a diverse constituency in the surrounding areas to share information about ECA. ECA attended a Boys Scouts meeting in the Fall of 2018 and continues to communicate with both groups above.
8. Conducting 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) and provide these organizations with outreach materials, in efforts to inform and recruit homeless and foster youth and their parents and guardians.
9. Continuing to attend various community events, festivals and meetings to share information and materials about ECA such as the annual Kids Expo, Cowboy Festival, city council meetings, city advisory councils, town halls and various community events

where all or a combination of subgroups including English Learners, Foster Youth, Homeless Students, Special Education Students, and socially disadvantaged students.

Here is a sample of community events and meetings ECA team attended:

1. ECA team attended the Kids Expo in Santa Clarita in the Fall of 2018 to share information and signed up parents with intent to have their students attend ECA. We plan to attend the upcoming Kids Expo in the Fall of 2019.
2. ECA team attended the Cowboy Festival in the late Spring of 2019 and will do so again in the Spring of 2020 to share information and signed up parents with intent to send their students to ECA.
3. ECA team attended a Canyon Country Advisory Council meeting and shared information about ECA and took questions. The attendees were very supportive of the education choice ECA would provide for the community and the potential job and business opportunities ECA would also bring to our community. ECA received requests from potential teachers during this presentation.
4. ECA team has attended city council meetings and events where state and US representatives were present and shared information about ECA with the council members, state and US representatives.
5. ECA has attended local community organization meetings and events to share information.
6. ECA plans to attend more events to share ECA information with attendees such as the Santa Clarita Fine Craft Show in November 2019

Community Liaison

To continue outreach efforts, ECA will employ a community liaison that will maintain relationships with parent groups and feeder schools as well as with community-based organizations. As part of our leadership structure, our Parent Advisory Committee will have an active family outreach arm, which will be dedicated to working with potential families, particularly in underserved neighborhoods. ECA will also implement a Parent Ambassador Program with a group of parents who will help with recruiting other families. ECA's community liaison will work closely with our parent groups.

Each year we will track the overall balance of our applications, as well as the individual neighborhoods from which they come. As we see neighborhoods and groups we may not be reaching, or those that might have many applications from, we will target our outreach to the areas with fewer applications more than the areas with many applications. ECA is committed to adjusting our outreach to ensure we are meeting our enrollment goals. If any student leaves ECA prior to graduation, a member of the Parent's Advisory Committee will contact the parents for an exit interview to collect data on why the student is leaving and to solicit advice on how to retain students in the future.

Initial Student Recruitment

Immediately upon approval, ECA team will reach out to parents who indicated that they are interested in sending their children to ECA via telephone, home visits with parents' permission and attendance at events where the parents initially signed up the interest or intent to have their children attend ECA to have share with how and where to complete the registration for their students to attend ECA, or have them complete the papers if meeting face to face.

ECA team also plans to hold up to four recruitment events in various neighborhoods in our Valleys in May once approved. We will use all our social media, visiting community centers and churches, targeted advertising and mailings to notify and invite members of the community to the events.

Re-enrollment Campaign

Beginning each January, a form will be sent home to parents to confirm that their child will re-enroll in the school the following school year. The CEO or designee will follow up with parents who have not signed the form each month, beginning in February, to determine the reason for not signing the form. If there are concerns about the school or their child's performance that are preventing the parent from filling out the form, the CEO or designee will schedule an in-person meeting with the parent and the student's teacher and appropriate support staff to determine if the issue can be resolved.

ECA will implement a robust School-wide Attendance Incentive Program once the school is in operation.

Efforts to Recruit and Retain Low-Achieving and Economically Disadvantaged Students

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

Special outreach will be done for the parents of disadvantaged students to ensure that they participate in school activities. To empower all parents to participate, information will be sent home and will be available on the school website. Additionally, through a school phone notification system, all parents will be notified of upcoming academic activities. Through curriculum nights, parents will be educated on how to help students study and do homework, project-based learning, and other academic topics. Each semester, parents will be invited to conferences, student exhibitions, and other academic events. Teachers will track parent

attendance at academic events and report those who have not participated to the grade span director so that additional outreach may occur to learn why those parents are not participating, i.e. work schedules, child care, language, or even meals. Once this information is gathered, ECA administration and the community liaison can develop a plan to address these needs and increase parent participation.

Please see samples of English – Spanish outreach materials in Appendix H.

Federal Compliance

To the extent that ECA is a recipient of federal funds, including federal Title I, Part A funds, ECA will meet all of the programmatic, fiscal and other regulatory requirements of the ESEA (or similar requirements under ESSA) and other applicable federal grant programs. ECA will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESEA (or similar requirements under ESSA) and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students, if applicable.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Element 8: Admission Requirements

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

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

Admissions

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

McKinney-Vento Homeless Assistance Act

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

Application and Enrollment Process

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

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

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

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

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

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

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than it has capacity. In the event that this happens, ECA will hold a public random drawing to determine enrollment for the impacted grade level. Existing or currently enrolled students are guaranteed enrollment in the following school year. In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Students who are currently enrolled (exempt from the drawing pursuant to Education Code Section 47605(d)(2)(B))
- Siblings of enrolled students (includes all siblings and step-siblings living within the same household)
- Residents of the School District’s attendance area as required by Education Code 47605(d)(2)(B)
- Children of ECA’s founding families, Board members and employees not to exceed 10% of total enrollment
- Pupils who meet the CA state definition of socio-economically disadvantaged
- All other applicants

Public random drawing rules, deadlines, dates and times will be posted with the application materials and on the school’s website. Public notice for the date and time of the public random

drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email.

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

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

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

Lottery Procedures

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

an individual student’s status. Parents/guardians will have five business days to confirm enrollment via an intent to enroll declaration before we move on to the waitlist. ECA will make every effort to contact families of students who have been chosen by the lottery to confirm their intention before doing so.

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

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

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

14. The wait list will not carry over from year to year.

Planned Application, Public Random Drawing, and Admission Schedule

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

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

Parent Orientations

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

Element 9: Annual Financial Audit

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

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education, by the 15th of December of each year. At the conclusion of the annual audit, the auditor will report directly to the Audit Committee, which will review the audit. The Chief Executive Officer, the Finance Committee, and the back office business support provider, will then review any audit exceptions or deficiencies, and report to the ECA School Board with recommendations on how to resolve them. At the next regular meeting following approval of the plan to resolve exceptions and deficiencies, the CEO shall present audit report findings and how they have been or yet to be resolved. In accordance with applicable deadlines and timelines established by the District, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated resolution timeline that is compliant with District deadlines. Financial reporting to charter agency would be carried out in pursuant to EC 47604.33. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of ECA is a public record to be provided to the public upon request. Sufficient funds are in our budget to enable ECA to provide copies of the financial audit for the public.

Element 10: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

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

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, while going to, or coming from a school- sponsored activity.

Enumerated Offenses

- 1) **Discretionary Suspension Offenses:** Students may be suspended for any of the following acts when it is determined that the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except in self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

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

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) An act of cyber sexual bullying.
- a. For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO’s or designee’s concurrence.

- 2) **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- 3) **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined that the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except in self- defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or

her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - a) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the

victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the CEO or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this

conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4 Appeal of Suspension

If the CEO or his/her designee has suspended a student, the student and his/her parent/guardian may contest a suspension through a meeting with the CEO, and then the Board of Directors.

The Board of Directors will review the circumstances of all suspension cases contested by the parent/guardian, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

- 1) Parent(s)/guardian(s) initiate the appeal with the CEO or his/her designee within 3 calendar days of receipt of the Notice of Suspension Form from the Charter School.
- 2) Parent(s)/guardian(s) meets with the CEO or his/her designee.
- 3) If not resolved, parent(s)/guardian(s) may submit an appeal in writing to the Board of Directors, within 3 days of the meeting with the CEO or his/her designee.
- 4) The Board of Directors will render a final decision on the matter within 15 school days.

If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file. If the appeal is approved, the suspension will not appear on the student record. Parents/guardians can find the steps of the appeal process in the Parent-Student Handbook.

D. Authority to Expel

The Chief Executive Officer may recommend expulsion to the neutral and impartial Administrative Panel.

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the Charter School Board of Directors, following a hearing before it, or by the Charter School Board of Directors, upon an appeal. The Administrative Panel will not include any of the administrators involved in the initial student discipline. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel and/or the Board of Directors, upon an appeal, may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

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

The Administrative Panel will hold a hearing, and will make a decision of whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. [SEP]
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the expulsion hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity

to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact to be used to make a final determination regarding the expulsion. The decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final, unless the student files an appeal of the expulsion decision to the Board of Directors in accordance with the procedures described below.

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

I. Written Notice to Expel

The CEO or designee, following a decision of the Board of Directors to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice

shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) Notice of the student's right to appeal the expulsion. Within 30 days of the decision to expel, the CEO or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. Right to Appeal

The parent/guardian of a pupil may appeal the Administrative Panel's decision to expel by making a written request and submitting it to the Board of Directors within fifteen (15) school days of the expulsion decision. The Board of Directors shall convene an appeal hearing, closed to the public, within fifteen (15) school days of the receipt of the written appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing. The student will be considered suspended until the appeal hearing is convened.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. The pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary.

The Board of Directors shall consider the testimony and evidence presented at the appeal hearing, and information presented at the original expulsion hearing. The decision of the Board of Directors following the appeal hearing shall be final. Parent(s)/guardian(s) will be notified of the Board of Directors' decision, in writing, within seven (7) calendar days of the appeal hearing. The Board's decision to uphold the Administrative Panel's decision to expel shall be final.

In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

L. Expelled Pupils/Alternative Education

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

requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

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

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

1. Notification of the District

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

2. Services During Suspension

Students suspended for more than ten (10) school days (whether consecutive or cumulative) in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child at the Charter School is substantially likely to result in injury to the child

or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others per provision of 20 U.S.C. Section 1415(k)(3) which gives a hearing officer the authority to order a change in placement.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

Element 11: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

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

Mandatory Benefits for all Full-Time Staff Members

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

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

Health Benefits

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

STRS

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

Social Security/OASDI

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

Voluntary 401(K) / 403(b)

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

Illness and Personal Necessity Days

Certificated Employees

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

Classified Employees

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

Vacation Days

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

Compensation and Working Conditions

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

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

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

Element 13: Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. California Education Code Section 47605(b)(5)(M).

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

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

Element 14: Dispute Resolution Procedures

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

Intent

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

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

Disputes between the Charter School and the District

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

The Chief Executive Officer and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, within five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the CEO of ECA, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

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

recommendations of the mediator shall be non-binding, unless the Board of ECA and the District Board of Education jointly agree to bind themselves. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and ECA. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and ECA.

Internal Disputes

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

The district shall refer any complaints or reports regarding such internal disputes to the president of the Board of Directors or the CEO of the charter school for resolution pursuant to the charter school's policies. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's internal dispute resolution process. The School's policies and procedures for airing and resolving internal disputes in an amicable and fair manner will be adopted by the School's Board and printed in the School's handbook provided to stakeholders. Every effort will be made to resolve such disputes without contacting the authorizer or its Board of Education.

The purpose of this internal dispute policy is to afford all employees or other third parties the opportunity to seek resolution of complaints. Any individuals wishing to file a written complaint with the CEO and/or designated administrative staff member may do so as soon as possible after the event(s) that give rise to the work-related concerns. The written complaint should set forth in detail the basis for the complaint. A complaint form may be provided to the complainant to assist in the filing of a complaint. Any complaints concerning the CEO should be directed to the Board.

The CEO and/or designated administrative staff member receiving the complaint will date and log all written complaints and inform the complainant that the complaint is under review. Complaints shall be investigated in a timely manner and as thorough as required under the circumstances. The CEO and/or designated administrative staff member investigates the complaint, meeting separately with the complainant and the employee and any others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. The School will attempt to treat all internal complaints in their investigation in as confidential a manner as possible, recognizing, however, in the course of investigating or resolving internal complaints some dissemination of information to others may be appropriate. Complainants or witnesses participating in the complaint process will be advised that retaliation by any person as a result of participation in the complaint process will not be tolerated. Employees have the right to make good-faith complaints without retaliation. Upon completion

of the investigation, the administrator will report findings and conclusions in writing to the employee.

Element 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(b)(5)(O).

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

Closure of the Charter School shall be documented by official action of ECA Board of Directors. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities such as the CEO or designee. The Charter School will promptly notify parents and students of ECA, the District, the Los Angeles County Office of Education, ECA's SELPA, the retirement systems in which ECA's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. As applicable, ECA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. ECA shall work with the District to determine a suitable arrangement for transfer and location of storage of student records. ECA will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. ECA will make sure that all academic reporting will be completed as required in accordance with applicable law.

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

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ECA.

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

On closure of ECA, all assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ECA, shall remain the sole property of ECA and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon ECA closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

Miscellaneous Charter Provisions

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

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

A. Financial Reporting

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

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

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

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

B. Budget

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

- A multi-year operational budget
- Cash flow and financial projections for the first five years of operation and in Appendix E please find
- Funding Commitment Letter from Charter Asset Management

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

To ensure financial solvency and to supplement available resources, ECA will aggressively seek and apply for grants and loans in some cases in order to raise funds for the school's operations. ECA applied for the PCSG during the last cycle and met the requirements for receiving the grant upon approval. A sampling of other grants ECA plans to apply for is the After School Education and Safety Education, ASES, Preschool, Summer lunch programs and grants from relevant Foundations that support schools. These grants have not been included in the submitted budget projections.

Each spring, ECA will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Chief Executive Officer will prepare the budget, and have the support of a back-office provider. A reputable back office provider offers sound assistance and guidance in a variety of areas critical to school management. ECA is working with Athena Advanced Solutions, a very reputable and experienced back office provider who has developed ECA Budget found in Appendix D to align with ECA's program and structure.

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

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

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

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

C. Administrative Services

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

Eagle Collegiate Academy will procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. ECA plans to contract with a reputable back-office provider. At any time, ECA may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

D. Insurance

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

E. Potential Civil Liability Effects and Impact on Authorizer

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

Eagle Collegiate Academy shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or

omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Further, the Charter School shall indemnify the District for the actions or inactions of the Charter School under this charter.

The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law to ensure the Authorizer shall not be liable for the operation of the Charter School.

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

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

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

Term

The term of this charter shall begin July 1, 2020 and expire five years thereafter, on June 30, 2025, with option for renewal.

Renewal of Charter

The District may renew this charter for the term of five years. The Charter school shall re-petition the District for charter renewal prior to expiration.

Material Revisions

Any material revisions to this charter shall be made by the mutual agreement of the Governing Boards of the Charter School and the District. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

F. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

Eagle Collegiate Academy plans to lease a facility within the geographic boundaries of AADUSD and has enlisted local commercial real estate broker Randy Conrad to help identify potential private real estate options that will support our charter school.

ECA is negotiating leasing the property on 13136 Sierra Highway, Agua Dulce, CA 91390. The property is on 4.65 acres with two buildings. Our realtor has submitted a lease agreement proposal for 13136 Sierra Highway, Agua Dulce, CA 91390 to the owner. The Lease Agreement proposal from Eagle Collegiate Academy to the owner of the property and the email that acknowledges that the owner is in receipt of the said proposal is found in Appendix L.

This property was very recently used as a church with functional utilities and amenities such as full kitchen, private wells for water, electricity, and plumbing. ECA will work in conjunction with the owner to ensure that the Certificate of Occupancy is issued prior to school opening. Our Engineering firm has a close working relationship with the Los Angeles County Department of Public Works' staff, LACDPW, and is familiar with the LACDPW's protocols and timelines for permits. The firm will oversee the necessary tenant improvements. ECA seeks to enroll a diverse student body, including students with physical disabilities. ECA will ensure the facility is compliant with the most-up-to-date ADA regulations. ECA will ensure that the school facility will maintain compliance with all county code regulations and requirements and will work with AADUSD personnel to ensure school-specific health and safety aspects of the site are met. The property has enough acreage that allows ECA to place modular classrooms /buildings as needed. This property is zoned for educational use. This property is suitable to house ECA PK-8 instructional program.

We are budgeting \$96,000 in rent. We are also budgeting \$150, 000 for tenant improvements for our first year. Our budget reflects an amount based on rental costs of similar property in the area. This property will serve the following uses:

Classrooms: We will need the equivalent of 20 classrooms.

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

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

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

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

Additionally, Eagle Collegiate Academy Foundation, ECAF, has notified the owners of the following properties of ECAF's intention to negotiate the sale of the respective lots as alternative sites for the school. The properties in no particular order are located at:

1. 15 Vac/Vic Deerglen Lane, Agua Dulce, CA – 150 acres

2. 0 Alpine Street, Agua Dulce, CA - 23 parcels
3. 9807 Sierra Highway, Agua Dulce, CA – 27.28 acres

(These properties meet our growth and expansion goals with vacant lot upon which we may build on).

G. Free and Reduced Price Lunch

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

H. Transportation

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

I. Attendance Accounting

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

J. Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Conclusion

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

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

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

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

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

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