

Attachment 2

Eagle Collegiate Academy Response to the California State Board of Education Notice of Violation, Dated January 26, 2022

Table of Contents

Eagle Collegiate Academy (ECA) Response to Notice of Violation.....	3
Exhibit B – ECA 3 Year Projections – 1-26-2022	77
Exhibit B – ECA LCFF Calculator – 1-25-2022	92

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.



January 26, 2022

Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P.O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

Via Email
sbeoversight@cde.ca.gov

Brooks Allen, Executive Director
California State Board of Education
1430 N Street, Suite 5111
Sacramento, California 95814

Re: Eagle Collegiate Academy Response to Notice of Violation

Dear Executive Director Brooks:

The purpose of this letter is to respond to the Notice of Violation Pursuant to Education Code Section 47607(g) (“Notice of Violation”), dated January 13, 2022, from the California State Board of Education (“SBE”) to Eagle Collegiate Academy (“ECA”). Herein and attached, please find ECA’s response and evidence that refutes, remedies, or proposes to remedy the alleged violations contained in the January 13, 2022, Notice of Violation. Please note that a number of the evidentiary documents referenced in the attached response have already been submitted to staff of the California Department of Education. Where appropriate, we have noted which documents have already been submitted to California Department of Education staff. If you have any questions regarding such documents, or would like additional copies, please let us know as soon as possible.

* * *

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

Sincerely,

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

Ken Higginbotham
Ken Higginbotham, Board President
Eagle Collegiate Academy

Enclosures

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 1 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
I. THE ECA BOARD ENGAGED IN FISCAL MISMANAGEMENT (EDUCATION CODE SECTION 47607(f)(3))			
A. BUDGET BASED ON UNREALISTIC ENROLLMENT			
Issue No. 1	<p>“ECA has based and continues to base its budget on unrealistic enrollment, creating a large, anticipated deficit in its first year of operation. ECA’s charter petition, approved by the SBE on July 9, 2020, included a prospective enrollment of 168 students. A timeline of ECA’s attendance reporting since then is provided below:</p> <ul style="list-style-type: none"> • May 28, 2021: ECA informed the California Department of Education (CDE) that its prospective enrollment had 	<p>Response:</p> <p>As to the CDE’s contention that “ECA’s charter petition, approved by the SBE on July 9, 2020, included a prospective enrollment of 168 students[.]” ECA notes that the “California State Board of Education Approval Letter with Conditions Dated August 19, 2020, and Enclosures” required ECA to “provide evidence to the California Department of Education by May 28, 2021, of prospective enrollment of 168 pupils, <u>plus or minus 25 percent of that enrollment goal, for the 2021–22 school year.</u>” (Emphasis added.) In other words, a condition of ECA’s charter approval was to provide evidence of enrollment between 126 and 210 students (i.e., +/- 25% of 168 students.) ECA was not required to enroll 168 students.</p> <p>As to the CDE’s contention that “ECA verbally reported that school began on September 7, 2021, with an enrollment of 131 students[.]”</p>	<ul style="list-style-type: none"> • California State Board of Education Approval Letter with Conditions Dated August 19, 2020, and Enclosures

¹ See also, ECA’s response to the CDE’s Notice of Concern dated November 12, 2021 (“ECA December 6, 2021 Response Letter”), which is incorporated herein as Exhibit A.

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 2 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>decreased to 131 students.</p> <ul style="list-style-type: none"> • July 13, 2021: ECA submitted the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) with an estimated October enrollment of 168students and Average Daily Attendance (ADA) of 159.6. • September 30, 2021: In its monthly oversight call with the CDE, ECA verbally reported that school began on September 7, 2021, with an enrollment of 131students. • October 2021: ECA received a charter school special advance payment of \$611,729 based on the PENSEC report. • November 1, 2021: ECA reported to the CDE a total enrollment count of 12students in its Charter School 20-Day 	<p>ECA team does not recall making this verbal report specifically except that because this was the first meeting with ECA’s new consultant, there was a conversation about ECA’s historical events designed to bring the new CDE consultant up to date about previous and current status of ECA and the impact of the facility challenges that led to the delayed opening on September 7, 2021.</p> <p>As of the date of this response, ECA has 57 students committed to enroll for the remainder of the 2021-22 school year (12 existing students + <u>45</u> new students), as demonstrated, in part, by the written comments submitted to the SBE on or before January 7, 2022, and in advance of the SBE’s January 12, 2022, board meeting.</p> <p><u>Therefore, provided that the CDE approves ECA’s proposed facility for school operations soon, ECA reasonably projects an enrollment of 57 students by Friday April 29, 2022, P2 Attendance report date.</u></p>	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 3 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>Attendance Report.</p> <ul style="list-style-type: none"> • December 17, 2021: The CDE requested a summary of ECA’s fall attendance. ECA provided the following: <ul style="list-style-type: none"> o September: 13 students o October: 14 students o November: 12 students o December: 12 students 		
<p>Issue No. 2</p>	<p>As ECA estimated 159.6 ADA on its PENSEC report, it received an apportionment of \$611,729 in the First Special Advance Apportionment for Charter Schools. However, only 12 ADA was reported in the Charter School 20-Day Attendance Report, reducing the charter school’s estimated state aid for fiscal year (FY) 2021–22 to \$119,333. Therefore, as of the Second Special Advance Apportionment,</p>	<p><u>Response:</u></p> <p>Based on ECA’s reasonable projection of 29 average daily enrolled students and 27.53 average daily attendance for the remainder of 2021-22 school year, ECA projects that the First Special Advance Apportionment of \$611,729 will have been overpaid by \$326,978 for State Aid and \$2,474 for EPA, for a total overpayment of \$329,452. As set forth in ECA’s revised budget, and based on reasonable enrollment projections for 2022-23, 2023-24, ECA will repay any overpaid LCFF funds as follows: \$164,726 in June of 2023, and \$164,726 in June of 2024.</p>	<p><u>Exhibit B</u> Revised budget projections and repayment plans</p>

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 4 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>ECA has been grossly overpaid in Local Control Funding Formula (LCFF) funds by an estimated \$492,396.</p> <p>Consequently, if ECA’s 2021–22 ADA remains consistent with the ADA reported in the Charter School 20-Day Attendance Report, funds will be due back to the state, which the CDE will collect through an invoice. Additionally, due to this overpayment, the charter school will likely not receive any additional Principal Apportionment payments in FY 2021–22.</p>		
I. THE ECA BOARD ENGAGED IN FISCAL MISMANAGEMENT (EDUCATION CODE SECTION 47607(f)(3))			
B. PROJECTED FISCAL INSOLVENCY			
Issue No. 1	<p>Upon learning of the school’s substantial drop in enrollment, the CDE issued a letter of concern on November 12, 2021, and requested</p>	<p>Response:</p> <p>See our revised projections showing the monthly cash flow.</p>	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 5 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>that ECA provide a Fiscal Corrective Action Plan (FCAP) that included a revised multiyear budget and cash flow statements for the current FY 2021–22 and two subsequent FYs (2022–23 and 2023–24) as well as written detailed assumptions that reflect ECA’s resolution on addressing its unanticipated enrollment decline.</p> <p>On December 6, 2021, the CDE received ECA’s FCAP. The CDE conducted a fiscal analysis based on ECA’s FCAP and Charter School 20-Day Attendance Report, which included the following projections for FY 2021–22:</p> <ul style="list-style-type: none"> • Total revenues of approximately \$169,000 • Total expenditures of approximately \$1,370,000, and • An overall negative ending fund balance of \$1.2 million. <p>Upon the completion of its fiscal</p>		

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 6 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	analysis, the CDE concluded that ECA is not fiscally sustainable.		
Issue No. 2	<p>ECA’s FCAP included a revised budget based on an overestimated and unrealistic enrollment of 53.39 students in FY 2021–22 instead of its most recently reported enrollment of 12 students. Although this is an increase in projected enrollment from its reported count of 12 students on November 1, 2021, this is significantly short of the projected 168 students in ECA’s charter petition that was approved by the SBE. Even with its overestimated enrollment, ECA’s own revised budget includes a deficit of \$282,054 and negative ending fund balance of \$302,398 in FY 2021–22.2 ECA also projected an enrollment of 240 and 313 students in FY 2022–23 and FY 2023–24, which is unrealistic.</p>	<p><u>Response:</u></p> <p>By the end of the P2 measurement date we will have 57 students in attendance on an average day, and average daily attendance for the entire year will be 27.53.</p> <p>Although ECA remains confident that its enrollment projections are realistic and feasible based on the door to door ground work enrollment campaign ECA continues to conduct, however, as set forth in Exhibit B, ECA’s revised budget, because CDE has yet to approve ECA’s site for in person instruction, and also to give CDE comfort in light of CDE’s concerns about ECA’s projected enrollment, ECA has reduced its enrollment projections for the 2023-24 to 168, and 2023-24 to 216.</p>	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 7 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
Issue No. 3	In the narrative that ECA submitted with their revised budget, ECA also stated that they will pay salaries and CalSTRS/retirement for employees through the end of the 2021–22 school year by conducting a Capital Fundraising Campaign to raise \$1,000,000. As fundraising, or donation, is soft funding and no supporting documentation for fundraising that amount was provided, ECA should not rely on it to cover the shortfall of salaries and benefits. ECA’s cash flow statement reflects that all cash will be exhausted by May 2022.	<u>Response:</u> There are no donations and fundraising in the prior or current budget assumptions.	
Issue No. 4	Additionally, in their revised budget, ECA included \$300,000 of Public Charter School Grant Program (PCSGP) implementation funds in their cash flow statement. Due to their failure to meet the minimum enrollment requirement	<u>Response:</u> ECA’s revised budget, submitted herewith as Exhibit B, now excludes the \$300,000 PCSGP implementation grant as part of its 2021-22 projections. However, we project that we will have over 80 students by June 30, 2022, which means we will be eligible for the \$300,000 in 2022-23. Therefore, we have projected \$300,000 in PCSGP revenue for	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 8 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	for their first year of implementation as required by the federal grant, ECA is not eligible to receive PCSGP funds. On December 28, 2021, the CDE informed ECA that its PCSGP Start-Up Sub-Grant had been placed on hold.	the 2022-23 fiscal year. We will also be eligible for an additional \$200,000 PCSGP revenue which we have projected in 2023-24.	
Issue No. 5	Furthermore, ECA understated its LCFF repayment by \$435,594. Due to its overstated ADA and incorrect PCSGP projections, ECA may have an estimated negative ending cash balance of \$932,620 by June 2022.	<u>Response:</u> ECA will <u>not</u> have a negative ending cash balance of \$962,620 by June 2022. ECA’s revised budget, based on ECA’s reasonable projection of 29 average daily enrolled students for the remainder of 2021-22 school year, submitted herewith as Exhibit <u>B</u> , now states a 2021-22 ending cash balance of \$4,043. ECA projects that it will be fiscally solvent and sustainable.	
II. THE ECA BOARD COMMITTED A MATERIAL VIOLATION OF THE CONDITIONS, STANDARDS, OR PROCEDURES SET FORTH IN THE CHARTER PETITION (EDUCATION CODE SECTION 47607(f)(1))			
A. FAILURE TO ACQUIRE APPROPRIATE FACILITIES PRIOR TO THE START OF FY 2021-22			

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 9 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
<i>Issue No. 1</i>	According to Section 4.2 of the MOU between the SBE and ECA, changes to the charter petition deemed to be material revisions may not be made without SBE approval. Amendments to the charter petition considered to be material changes include, but are not limited to, "any action taken on the part of the School which will result in a significant shift in pupil population to or from a site."	Response: Due only to the unprecedented facilities challenges described herein has ECA been forced to temporarily provide virtual instruction. However, beginning in December 2021, ECA acquired appropriate facilities located at 34736 Agua Dulce Canyon Road, Agua Dulce, California 91390. ECA is awaiting the CDE final inspections and approval to begin in-person instruction at the site. Thus, ECA has not conducted any actions that has resulted "in a significant shift in pupil population to or from a site" since ECA has not had a site.	
<i>Issue No. 2</i>	The fourth condition of approval by the SBE of ECA's charter petition required ECA's school facilities to be "completed and ready for the CDE inspection on or before May 28, 2021." Based on ECA's reporting to the CDE, ECA has failed to open a facility as a classroom-based charter school by the SBE-approved date or before the start of the 2021–22 school year on September 7, 2021, and in	Response: Please find attached Exhibit C ECA's Survival Saga detailing the extensive unprecedented facilities challenges ECA underwent.	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 10 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	accordance with the charter petition approved by the SBE.		
Issue No. 3	<p>On December 6, 2021, ECA informed the CDE that the school had obtained a short-term lease at a temporary facility. Per Section 4.3 of the MOU, ECA may not commence operations in the facility without written approval from the CDE. The CDE visited and inspected the facility on December 16, 2021, to ensure that it is safe for occupancy and meets all pertinent regulations. Upon its completion of the site visit, the CDE found the facility noncompliant based on the following findings:</p> <ul style="list-style-type: none"> •The facility currently has a person who is renting a room and residing on the property. •The facility lacks a fire marshal inspection. •The facility lacks an Educational 	<p>Finding: The facility currently has a person who is renting a room and residing on the property. Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> However, all adults who would be near students will undergo background clearance, including the person renting the duplex next to the property.</p> <p>Finding: The facility lacks a fire marshal inspection. Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u></p> <p>Finding: The facility lacks an Educational Group E occupancy permit, as required by the MOU and the State Fire Marshal. Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u></p> <p>Finding: The facility is not compliant with the Americans with Disabilities Act Standards for Accessible Design. Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u></p> <p>Finding: Several other findings listed on the Pre-Opening Site Inspection</p>	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 11 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>Group E occupancy permit, as required by the MOU and the State Fire Marshal.</p> <ul style="list-style-type: none"> •The facility is not compliant with the Americans with Disabilities Act Standards for Accessible Design. •Several other findings listed on the Pre-Opening Site Inspection Checklist. 	<p>Checklist.</p> <p><u>General Considerations</u></p> <ul style="list-style-type: none"> • Finding: Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> • Site has good access and dispersal roads. (Not Compliant) Response: <u>Site can be easily accessed.</u> • Site has separate bus loading, parking areas, and parent drop off areas. (Not Compliant) Response: <u>Students will not ride buses to school. Parents will drop off students inside the front of the youth ministry building.</u> • Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by California <i>Education Code</i> Section 44237. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> However, all adults who would be near students will undergo background clearance. 	

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 12 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
		<ul style="list-style-type: none"> • Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter. (Partially Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> • Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> • Site has adequate space for the support services the school intends to provide to its students (i.e., nurse, counselors, tutors, after-school programs, etc.). (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> • Facilities include cafeteria or other suitable space for students to eat meals. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> • Facilities meet requirements of the Americans with Disabilities Act (ADA), including: (1) accessible routes from outside the school to the entry and from the school entry to all other 	

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 13 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
		<p>buildings; and (2) stairs, ramps, toilets, and signage that meet accessibility standards. (Partially Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u></p> <p><u>Building Exterior</u></p> <ul style="list-style-type: none"> • Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are in good repair. (Not Compliant) Response: <u>The debris along the way to the playground has been removed.</u> • School exterior needs minimal cosmetic repairs, painting, or additional lighting. (Partially Compliant) Response: The front of the building currently has exterior lights installed and the light holes have been covered. The back area of covered/uncovered patio is the process of being removed. • Windows and doors are intact and in good repair. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> • Signage is adequate for traffic flow and for directions to school 	

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 14 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
		<p>offices. (Not Compliant) Response: <u>Signage has been installed.</u></p> <ul style="list-style-type: none"> School site is substantially free of litter and clutter. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease..</u> <p><i><u>Interior Entrances, Corridors, and Stairs</u></i></p> <ul style="list-style-type: none"> Electrical system has no major code violations. (Unknown) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> Fire alarm system meets applicable local fire safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date. (Unknown) Response: <u>CDE took photos of the fire extinguisher and the fire department’s inspection punches for each site inspection conducted.</u> Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances. (Unknown) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> 	

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 15 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
		<ul style="list-style-type: none"> • Lighting, including nighttime lighting, is sufficient for the educational activities being conducted at the site. (Not Compliant) Response: <u>There are existing bright outside lights on poles that CDE overlooked.</u> • Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building. (Partially Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> <p style="text-align: center;"><u>Classrooms</u></p> • Classroom size and layout are related to functions that will be performed in them (i.e., kindergartens, laboratories, special education, locker rooms, gyms, etc.). (Not Compliant) Response: <u>This no longer applies because the sanctuary will be the used as classrooms based on the updated lease.</u> • Desks, tables, and chairs are in good repair. (Unknown) Response: <u>Desks and chairs have been purchased.</u> 	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 16 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION		SUPPORTING
		<ul style="list-style-type: none"> Space is provided to secure computers and other expensive electronic devices. (Not Compliant) Response: <u>Cabinets to store computers have been purchased.</u> Classrooms have adequate lighting. (Not Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation. (Partially Compliant) Response: <u>This no longer applies because the sanctuary will be used as classrooms based on the updated lease.</u> <p><u>Additional Comments</u></p> <ul style="list-style-type: none"> Finding: There was only 1 smoke detector observed and no carbon monoxide detectors observed. The fire safety inspection will determine the number of smoke detectors and maximum occupancy of the spaces. Response: <u>The carbon monoxide detector has been installed.</u> 	

II. THE ECA BOARD COMMITTED A MATERIAL VIOLATION OF THE CONDITIONS, STANDARDS, OR PROCEDURES SET FORTH IN THE CHARTER PETITION (EDUCATION CODE SECTION 47607(f)(1))

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 17 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
B. CHANGE TO NONCLASSROOM-BASED EDUCATIONAL PROGRAM			
Issue No. 1	<p>Per Section 4.2 of the MOU between the SBE and ECA, changes to the charter petition deemed to be material revisions may not be made without SBE approval. Amendments to the charter petition considered to be material changes include, but are not limited to, “substantial changes to the educational program including the addition or deletion of an educational program, mission, or vision.</p> <p>ECA’s charter petition, as approved by the SBE, outlines a classroom-based International Baccalaureate educational program; it does not include a 100 percent nonclassroom-based program. ECA has reported to the CDE that its students are receiving</p>	<p>Response: ECA’s educational curriculum is the same curriculum described in its charter petition. ECA has satisfied all requirements to be an International Baccalaureate educational program. Due only to the unprecedented facilities challenges described herein has ECA been forced to temporarily provide virtual instruction. Consequently, ECA is submitting a nonclassroom-based funding determination request for the 2021-22 fiscal year.</p>	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 18 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	online instruction only. The approved charter petition does not outline an educational program consisting solely of remote learning nor has ECA requested a nonclassroom-based funding determination, which may additionally impact funding for the 2021–22 school year.		
II. THE ECA BOARD COMMITTED A MATERIAL VIOLATION OF THE CONDITIONS, STANDARDS, OR PROCEDURES SET FORTH IN THE CHARTER PETITION (EDUCATION CODE SECTION 47607(f)(1))			
C. FAILURE TO MAINTAIN ADEQUATE BUDGET RESERVES			
Issue No. 1	Per Section 3.5 of the MOU between the SBE and ECA, ECA is expected to maintain reserves at 5 percent of expenditures or \$71,000. Due to the LCFE repayment and the discontinuance of PCSGP funding, the CDE projects ECA to have a	Response: By June 30, 2022 we project to have a fund balance of -\$302,842. By June 30, 2023 we project to have a fund balance of \$197,496, which is 8.12% of 2022-23 Expenses (See Exhibit <u>B</u>).	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 19 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	negative ending fund balance of \$1.2 million by June 2022.		
III. THE ECA BOARD COMMITTED A VIOLATION OF LAW (EDUCATION CODE SECTION 47607(f)(4))			
A. NONCOMPLIANT INDEPENDENT STUDY AGREEMENTS			
Issue No. 1	The agreement lists options for manner of “reporting” and parent/guardian communication but lacks clarity and specificity as to when and under what circumstances to utilize the selected options.	Response: ECA’s independent study agreements comply with applicable law. ECA’s independent study agreements clearly set forth that the manner of reporting students’ academic progress, and for communicating with students’ parents or guardians regarding students’ academic progress would be during “one-on-one” and “small group” virtual meetings and that the time and frequency would be “varied” dependent on the students’ needs. Additional information regarding these procedures was communicated to families and students in individual Lesson Plans. Accordingly, ECA communicated clearly with families regarding procedures for submitting assignments, and for reporting student progress. ECA has received no complaints from any of its families and students in this regard.	Exhibit D- See Attachment E Submitted with ECA’s Response to CDE’s Letter of Concern.
Issue No. 2	The agreement fails to indicate manner of assignment submission	Response: ECA’s independent study agreements comply with	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 20 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	or parent/guardian communication.	applicable law. ECA’s independent study agreements clearly set forth that the manner of reporting students’ academic progress and for communicating with students’ parents or guardians regarding students’ academic progress would be during “one-on-one” and “small group” virtual meetings and that the time and frequency would be “varied” dependent on the students’ needs. Additional information, including manner of assignment submission, was communicated to families and students in individual Lesson Plans. Accordingly, ECA has communicated clearly with families regarding procedures for submitting assignments, and for reporting student progress. ECA has received no complaints from any of its families in this regard.	
Issue No. 3	The agreement fails to indicate time and frequency of assignment submission, progress reporting, and parent/guardian communication.	Response: ECA’s independent study agreements comply with applicable law. ECA’s independent study agreements clearly set forth that the manner of reporting students’ academic progress, and for communicating with students’ parents or guardians regarding students’ academic progress would be during “one-on-one” and “small group” virtual meetings and that the time and frequency would be “varied” dependent on the students’ needs. Additional information, including time and frequency of assignment submission, progress reporting, and parent/guardian communication, was communicated to families and students in individual Lesson Plans. Accordingly, ECA has communicated clearly with families regarding procedures for submitting assignments, and for reporting student progress. ECA has received no complaints from any of its families in this regard.	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 21 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
Issue No. 4	The agreement lacks clarity as to the place for assignment submission, progress reporting, and parent/guardian communication, stating that it may be virtual or in-person.	Response: ECA’s independent study agreements comply with applicable law. ECA’s independent study agreements clearly set forth that the manner of reporting students’ academic progress, and for communicating with students’ parents or guardians regarding students’ academic progress would be during “one-on-one” and “small group” virtual meetings and that the time and frequency would be “varied” dependent on the students’ needs. Additional information, including time and frequency of assignment submission, progress reporting, and parent/guardian communication, was communicated to families and students in individual Lesson Plans. Accordingly, ECA has communicated clearly with families regarding procedures for submitting assignments, and for reporting student progress. ECA has received no complaints from any of its families in this regard.	
Issue No. 5	ECA’s written independent study agreement fails to mention and/or otherwise include the provision for tiered reengagement strategies, including the participation/non-participation in synchronous instruction and live interaction, which directly relate to the requirement for an evaluation to	Response: ECA’s independent study agreements comply with applicable law. ECA’s board-approved independent study policy, shared with families and students, including being posted on its website at https://www.eaglecollegiateacademy.org/_files/ugd/116f34_015b5f53002c4689925cf24108b564e5.pdf , clearly sets forth provisions for tiered ren-engagement strategies when it states that “for students who participate in independent study for fifteen (15) or more days in	Exhibit E-Board Approved Independent Study Policy

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

*Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 22 of 26*

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>determine if the pupil should remain in independent study. Additionally, its agreement lacks clarity as to whether the board policy stated in the agreement regarding failing to complete “5 assignments during any period of 5 school days” is equivalent to the requirements set forth in statute as stated hereinabove.</p>	<p>a school year, the Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:</p> <ul style="list-style-type: none"> a. Verification of current contact information for each enrolled pupil; b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation; c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary; d. When the evaluation described above under paragraph 2.b.iv.is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil’s written agreement and reconsider the independent study program’s impact on the pupil’s achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.” <p>Additionally, ECA’s board-approved independent study policy set forth students’ participation/non-participation in synchronous instruction and</p>	

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
 Re: Eagle Collegiate Academy Response to Notice of Violation
 Pursuant to California Education Code Section 47607(g)
 January 26, 2022
 Page 23 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY ¹	SUPPORTING EVIDENCE (IF APPLICABLE)
		<p>live interaction, which directly relate to the requirement for an evaluation to determine if the student should remain in independent study, as follows:</p> <p>“For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:</p> <p>a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: [Students will receive instruction virtually via Zoom and Google Classroom by their grade level teachers. Students also receive instruction in special areas such as Art, Physical Education and World Languages such as Spanish and Korean.”</p> <p>Finally, ECA’s policy set forth in its agreement regarding failing to complete “5 assignments during any period of 5 school days” is just a simpler way to explain the “3 days or 60% of the school week” language in the board policy.</p>	
Issue No. 6	ECA’s written independent study agreements, as executed, fail to include end dates for the	Response: ECA’s independent study agreements comply with applicable law. Due to the uncertainty surrounding ECA’s facilities, the end date of the agreements was unknown at the time of execution (i.e.,	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 24 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	agreement. Given the lack of compliance, it is unclear if ECA is eligible to receive apportionments for students participating in independent study.	September 7, 2021). However, ECA subsequently communicated with families and students about the need to continue under independent study until such time that ECA could acquire facilities for in-person instruction. Families and students were aware that this date could extend through the conclusion of the 2021-22 school year. Additionally, ECA is submitting a nonclassroom-based funding determination request for fiscal year 2021-22.	
III. THE ECA BOARD COMMITTED A VIOLATION OF LAW (EDUCATION CODE SECTION 47607(f)(4))			
B. INADEQUATE BUDGET RESERVES			
Issue No. 1	In addition to being a material violation of the conditions, standards, or procedures of the charter petition and the MOU between the SBE and ECA, ECA’s inadequate budget reserves is also a violation of law. Pursuant to 5 CCR Section 15450, ECA is expected to maintain reserves at 5 percent of expenditures or \$71,000.	Response: By June 30, 2022 we project to have a fund balance of -\$302,842. By June 30, 2023 we project to have a fund balance of \$197,496, which is 8.12% of 2022-23 Expenses (See Exhibit B).	

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 25 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
	<p>However, as previously stated on page five of this letter, due to the LCFF repayment and the discontinuance of PCSGP funding, CDE projects ECA to have a negative ending fund balance of \$1.2 million by June 2022.</p>		
IV. OTHER CONCERNS			
<p>Issue No. 1</p>	<p>ECA’s Special Education Local Plan Area (SELPA), the El Dorado Charter SELPA, issued a formal notice of its concern about ECA’s ability to function as an LEA. According to the SELPA’s letter to ECA dated December 1, 2021, the SELPA found that ECA had not set up a child find process. Consequently, the SELPA was concerned that students with disabilities were not receiving their due services.</p>	<p>Response: As the CDE is aware (i.e., the CDE’s Charter Schools Division Director was copied on the SELPA’s communications), the SELPA determined on December 3, 2021, that its initial concerns related to ECA’s child find process were unfounded and resolved when it stated: “Thank you for following up and clarifying our concerns and sharing the process that Eagle Collegiate has established to ensure students with disabilities are being properly identified and served.” ECA is disappointed that the CDE chose to include this as an issue when it knew that the SELPA deemed this matter resolved and a non-issue.</p>	<ul style="list-style-type: none"> • December 3, 2021, email from Ginese Quan (Executive Director El Dorado County Charter SELPA) to Dr. Ogo Okoye Johnson (ECA Founder and Chief Executive Officer) and Stephanie Farland (Director, CDE Charter Schools Division)

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

Brooks Allen, Executive Director, State Board of Education
Re: Eagle Collegiate Academy Response to Notice of Violation
Pursuant to California Education Code Section 47607(g)
January 26, 2022
Page 26 of 26

	ALLEGED VIOLATION PURSUANT TO JANUARY 13, 2022, CDE NOTICE OF VIOLATION	ECA RESPONSE – REFUTATION, REMEDY OR PROPOSED REMEDY¹	SUPPORTING EVIDENCE (IF APPLICABLE)
			(Exhibit F) • December 2, 2021, email from Dr. Ogo Okoye Johnson (ECA Founder and Chief Executive Officer) to Ginese Quan (Executive Director El Dorado County Charter SELPA) (Exhibit G)

EXHIBIT A

EXHIBIT A



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

Via Email
SBEOversight@cde.ca.gov

December 6, 2021

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

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

Dear Director Farland:

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

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

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

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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

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

Teacher Reduction: 5 full time teachers

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

ECA's first CalSTRS/retirement submission was in October, 2021. Only 7 teachers, and 1 admin are currently in CalSTRS.

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

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

ECA is conducting a Capital Fundraising Campaign to raise \$1,000,000.

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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

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

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

2. Violation of Charter Approved by the SBE – Facilities

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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

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

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

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

Transitional Kindergarten (TK)



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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

Kindergarten

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

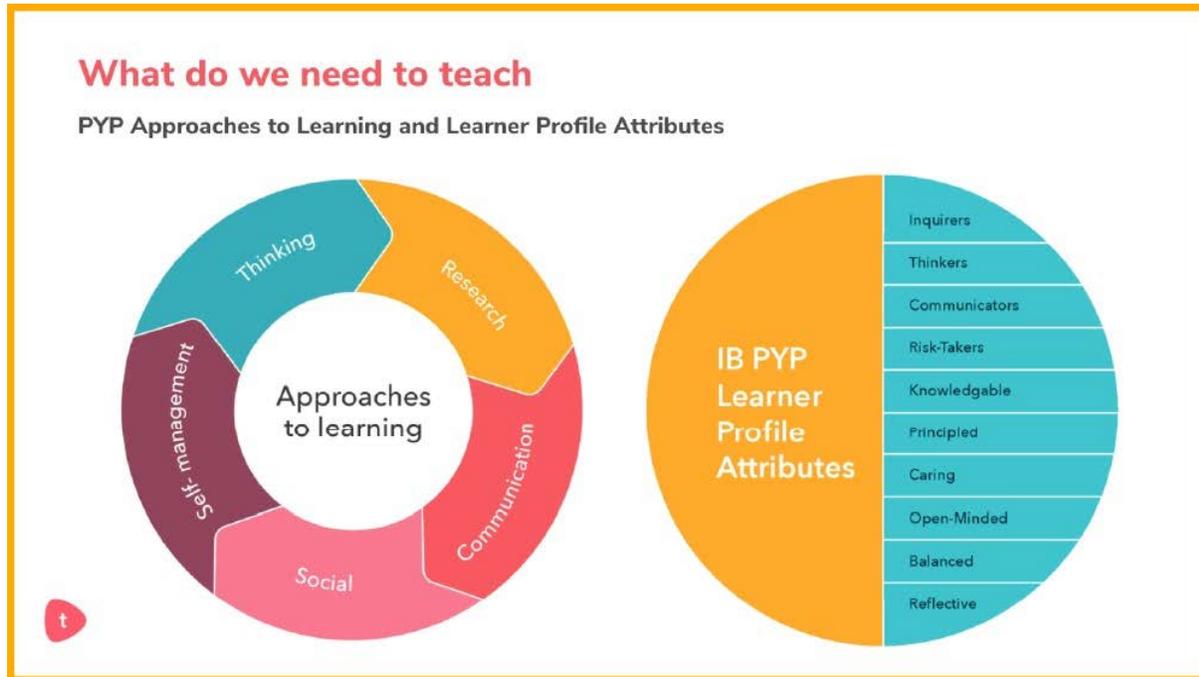
Additionally, ECA's kindergarten class recently began a learning segment which begins with celebrating family and friends' similarities and differences, and broadens out into examining their own cultures, learning about different cultures, and, ultimately, why diversity should be valued. Students begin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

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

First Grade



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com



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

The Approaches to Learning skills are identified as:

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

The IB approaches to teaching skills are:

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

The PYP Learner Profile Attributes:



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

Second Grade

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

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

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

Third Grade

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

Physical Education

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

Language Instruction at ECA

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

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

Art

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

Social-Science and Science. However, ELD standards are also incorporated in PE, Art, and language classes. Students are exposed to the grade level instruction and receive targeted ELD instruction in Reading, Writing, Listening, and Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners' grade level span (K-3) and ELD level.

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

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

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

Student #1

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

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

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



Eagle Collegiate Academy
 A Pre-K to 8th College Preparatory Charter School
 P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
 www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

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

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

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

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

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

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

4. Violation of Law – Governance

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

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

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

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

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

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

(i) School physical and mailing address

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

(ii) Board approved policies

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

(iii) Annual calendar of board meetings

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

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

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

(v) Current charter petition

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

(vi) Outreach and recruitment plan

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

(vii) Lottery procedures

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

(viii) Application and enrollment forms for lunch program

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

(ix) Conflict of interest policy

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

(x) Student/parent handbook

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

(xi) Campus supervision policy

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

(xii) Discipline policy

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

(xiii) Williams Act policy

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

(xiv) Health/safety and emergency plans

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

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

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

(xvi) Local Control and Accountability Plan (LCAP)

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

(xvii) Board-approved budget

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



Eagle Collegiate Academy
A Pre-K to 8th College Preparatory Charter School
P. O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

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

Sincerely,

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

Sincerely,

Ken Higginbotham, Board President
Eagle Collegiate Academy

Enclosures

EXHIBIT B

Eagle Collegiate Academy Response to the
 California State Board of Education Notice of Violation,
 Dated January 26, 2022

TOTAL				
2023-24	Assumptions			
2,183,626	See FCMA T Calculator			
41,940	See FCMA T Calculator			
2,225,566	See FCMA T Calculator			
49,081	\$200 (per ADA @ 1st yr)	2%	inflation	
160,000	\$160,000 (per year)			
129,216	\$7.75 (per ADA yr 1)	2%	inflation	
136,300	\$3,300.00 (per SPED Student)			
78,300	\$131 (per equipment)			
113,800	of Rent Expense			
616,149	7%			
90,733	\$425 (per ADA 1st year)	2%	inflation	
8,607	\$45 (per ADA 1st year)	2%	inflation	
13,877	\$65 (per ADA 1st year)	2%	inflation	
19,000				
200,000	\$600,000 (total)			
63,931				
142,783				
143,753				
33,048	\$150 (per ADA @ 1st yr)	2%	inflation	
707,332				
0				
0				
0				
0				
3,547,143				
926,472	See Staffing Sheet			
126,073	See Staffing Sheet			
242,054	See Staffing Sheet			
26,367	See Staffing Sheet			
1,322,968				
180,811	See Staffing Sheet			
177,984	See Staffing Sheet			
35,940	See Staffing Sheet			
14,660	See Staffing Sheet			
10,624	See Staffing Sheet			
435,928				
189,214	Food services plus 10%			
56,183	\$250 (per student and then on)	2%	inflation	
0				
500	\$2,000 (per year)			
52,886	\$145 (per student)	2%	inflation	
4,891	\$12 (per student)	2%	inflation	
4,897	\$12 (per student)	2%	inflation	
36,500	See equipment tab			
600	\$20,000 (first year)	10%	minimal replacement cost each year	
14,607	\$65 (per student)	2%	inflation	
748	\$70 (per month for Quickbooks)			
336,329				
26,000		2%	inflation	
520		2%	inflation	
1,224		2%	inflation	
1,960	75 (per staff)			
20,070	See Dues & Membership tab			
600		2%	inflation	
27,687		2%	inflation	
43,100		3%	inflation	
160,934	See Facilities tab			
1,107		2%	inflation	
10,200		2%	inflation	
1,530		2%	inflation	
4,481	\$20 (per student)	2%	inflation	
25,090		2%	inflation	
1,082	\$40 (per staff)	2%	inflation	
12,807	\$744 (per teacher)	2%	inflation	
2,040		2%	inflation	
1,217	\$3,848 (per year)	2%	inflation	
7,436	\$275 (per staff)	2%	inflation	
2,850	\$175 (per teacher)	2%	inflation	
2,185		2%	inflation	
160,000	equal to revenue			
225,268	30% (per 11 enrollment)			
0	NWFA, MAA			
280	\$10 (per month)			
11,280		2%	inflation	
3,060		2%	inflation	
60,620		2%	inflation	
2,060		2%	inflation	
16,728	\$6,000 (per year plus)	2%	inflation	
0				
6,742	\$30 (per student plus)	2%	inflation	
787	Bus/Van over 5 years Leasehold Improvements over 20 years			
22,247	9% (per L-#)			
0				
827,618				
2,952,443				
184,703				
792,119				
584,703				
782				
-272,733				
227,313				
0				
-164,726				
0				
0				
-33,333				
0				
0				
27,461				
0				
0				
379,461				
245,921				
623,962				

EXHIBIT C

EXHIBIT C



Eagle Collegiate Academy

A Pre-K to 8th College Preparatory Charter School
P.O. Box 803234 Santa Clarita, CA 91380 Phone: (661) 347-6016
www.eaglecollegiateacademy.org e-mail: eaglecollegiate@gmail.com

Ogo Okoye-Johnson, Ph.D., Chief Executive Officer

December 17, 2021

EAGLE COLLEGIATE ACADEMY'S FIGHT FOR SURVIVAL

The California State Board of Education during its July 8, 2020 meeting approved the establishment of Eagle Collegiate Academy Charter School after 4 years of fighting to open.

Eagle Collegiate Academy's "ECA" founding team is very excited that ECA will answer the need of children and their families in the communities of Santa Clarita Valley, Antelope Valley, San Fernando Valley and surrounding areas for a public college and career preparatory International Baccalaureate (IB) World school that approaches teaching and learning holistically from the Primary Years Program (PYP), to the Middle Years Program (MYP) and to the Diploma Program (DP). Our faculty and board are elated that our four-year passionate endeavor to bring the unique benefits of these programs to our community has been rewarded. ECA's selection of Spanish and Korean in its World Languages program is especially well aligned to the interests and desires of our community. Eagle Collegiate Academy planned to open in the Fall of 2020 but due to the pandemic, ECA's opening was deferred to the Fall of 2021 with Pre-K to 3rd grade after which we will grow to 8th grade over the years.

However, the State does not provide funding to new charter schools until students are in school which is usually two months after the school opens. Charter schools depend on loans, grants and donations for opening operations and facility. Due to the pandemic, it was very difficult to conduct successful fundraising. Undaunted, ECA set out to secure a facility but as you will see below, **ECA team's quest for facility was not only impeded by lack of adequate funding, it was also adversely impeded by purposeful and intentional obstructions and delays by forces that did not want ECA to open its doors** to serve families, especially the educationally disadvantaged and underserved. As a result of the purposeful and intentional obstructions and delays, ECA's facility was not ready in time to open on its planned opening date of August 16, 2021 but ECA managed to open virtually on September 7, 2021 as we waited for our facility to be completed.

Mission

The mission of Eagle Collegiate Academy is to 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.

For Further information on ECA founding team, board members, philosophy and programs, please contact Dr. Ogo Okoye-Johnson, founder and CEO and/or at:

www.eaglecollegiateacademy.org; <https://twitter.com/EagleCollegiate>;
<https://www.facebook.com/eaglecollegiateacademy/>;
<https://www.instagram.com/eaglecollegiate/>

About California Public Charter Schools: a public charter school is a publicly funded, public school open to any student in the state of California. California's legislature approved provision for the creation of public charter schools in order to accelerate and increase the drive for competition, excellence, and continuous improvement in the state's free, public educational system.

EAGLE COLLEGIATE ACADEMY'S FACILITY QUEST: A CHRONOLOGY

The first table outlines actions taken by Dr. Ogo Okoye-Johnson, ECA Board of Directors and the Eagle Collegiate Academy (ECA) team prior to SBE approval. The second table outlines actions taken by Dr. Ogo Okoye-Johnson, ECA Board, and ECA team after SBE approval.

Initial Church Property Location

After ECA's approval by the State Board of Education, the owners of the church that ECA was planning to use and have spent considerable time and money paying architects and engineers to conduct the required site plan ministerial review with the Los Angeles County Regional Planning and Department of Public Works central office decided not to complete the necessary repairs they originally agreed to and demanded that ECA make all the required changes since ECA is sponsored by the State and should have the funds to make the changes from the State. Despite explaining to the owners the charter school funding process that makes it difficult for ECA to receive funding before school opens, they refused to make the changes. It is important to note that the building is still available and empty.

Grocery Store and Lot Location

In order to meet our opening goal in the face of this unforeseen setback by the initial church owners, ECA sought for other available facility and found an available grocery store in the center of Agua Dulce, negotiated with the owner to lease the empty store but received a lease on May 28, 2021 to lease the adjacent lot where we planned to place modular buildings to serve our families. **Instead of being assigned to the staff at the central offices of the Los Angeles County Regional Planning and Department of Public Works we worked with on the initial church property originally, who promised to expedite the review process to ensure ECA opens on time,** ECA was assigned to the Antelope Valley Office of Los Angeles County

Regional Planning. This was the beginning of the unrelenting purposeful and intentional obstructions and delays ECA continues to experience to date as seen below in the Table.

ECA's Los Angeles County Ministerial Site Plan Review by the Antelope Valley Office of the Regional Planning Department

The Ministerial Site Plan Review which usually takes 3 to 5 weeks, and which took 5 weeks during ECA's Site Plan Review for the 13136 Sierra Highway initial church property under a different planner not geographically affiliated with Santa Clarita Valley, took over 5 months under Ms. Christina Carlon, the Antelope Valley Office of the Los Angeles County Regional Planning plan checker.

The usual process for the Ministerial Site Plan Review is for Regional Planning to approve the plan first and forward the plan to other departments. However, due to the lengthy delays created by the Antelope Valley Office of the LA County Regional Planning, ECA decided to start submitting the site plans to other departments for review concurrently – while Regional Planning was still conducting its review in order to save time. The Fire Department refused to review our site plan until its plan checker received an email from Ms. Carlon of Regional Planning.

ECA's Request For Assistance from Los Angeles County Directors

During this onerous, arduous, fiscal and time consuming process, ECA team met with the heads and the staff of the local and central office Los Angeles County Regional Planning, Public Works, Environmental Health and Fire departments to resolve their sometimes confusing requirements.

Multiple versions of the Site Plan were submitted to the Regional Planning, Fire and Building and Safety Departments and one version was submitted to Fuel Modification division not located in the Antelope Valley County offices.

The site plan submitted to Fuel Modification division was approved within **3 weeks** as seen in the table below, so it is possible for a plan to be approved expeditiously.

We also reached out to local, state, and national representatives for assistance. We primarily reached out to Los Angeles County Board Supervisor, Kathryn Barger, for support. Ultimately, due to not much success resulting from previous meetings and requests with her office and staff, our families had to call the County Board of Supervisors' meetings beginning in October 2021 to provide public comments requesting assistance with expediting the site plan review process which led to the approval of the site plan on November 9, 2021 over 5 months after the initial submission on June 30, 2021. After the approval of the conceptual site plan by Regional Planning, the construction plans would be developed and submitted for approval to relevant Public Works offices. Thus, by regional planning taking over 5 months to approve the site plan, additional about 3 months' time to conduct the construction needed to set up the modular classrooms was added to the total project time (for a total of about 8 months) for a process that should not have taken more than 3 months total at the most.

One of the main reasons for the delay was the requirement by Ms. Carlon of Regional Planning for ECA to add porticos and western themed structures that might cause damages on temporary modular buildings that are not owned by ECA but will be leased from a modular building company as if these modular buildings are permanent actual brick and mortar buildings in order to meet the Agua Dulce Community Standards District (CSD). It took a visit by ECA team to the Los Angeles County Regional Planning Office in downtown Los Angeles, numerous calls and emails to the Regional Planning's Director, and parents' public comments during the Los Angeles County Board of Supervisor's meetings for meetings with the Deputy Director of Regional Planning were held on October 7 and 14 where a more reasonable plan to meet the CSD was developed without adding awnings and porticos that would have potentially damaged the modular structures. However, by this time severe damage to ECA's enrollment and average daily attendance has been made because most of our parents could not sustain the virtual learning due to work responsibilities which led to a drastic cut in funding.

Agua Dulce Town Council's Interference

Agua Dulce Town Council held a meeting on July 14, 2021 attended by **Mr. Ken Pfalzgraf, Acton-Agua Dulce Unified School District Board member and Ms. Mary Johnson Head Agua Dulce Charter School Board Secretary and Ms. Stephanie English, Santa Clarita Deputy Director to Los Angeles County Board of Supervisor Kathryn Barger** (who promised the attendees she will contact California Department of Education (CDE) on the Town Council's behalf which appears to be a conflict of interest for a public official to be taking sides on behalf of one public entity - a town council against another public entity - a public school) among others and drafted a letter to Christina Carlon, the plan checker reviewing ECA's site plan with concerns about ECA using the property at 33301 Agua Dulce Canyon Road, Agua Dulce. The concerns listed in this letter were very similar to the requirements that Ms. Carlon later gave to ECA on August 11 to adhere to as a result of her review of ECA's site plan.

The attendees made fun of ECA for lack of funds.

ECA was not invited to this meeting although ECA was on the agenda.

Here is the link to the ADTC meeting; if you fast forward about 57 minutes in, that is when the conversation begins about ECA where Stephanie English, Mary Johnson and Ken Pfalzgraf were clearly involved in developing a plan to impede ECA's progress.

<https://www.youtube.com/watch?v=qH-JIV6LrPc>

Sept 9, 2021 Meeting

Ms. Johnson at about 3:50 minutes discusses her communication with Ms. Carlon about the progress of ECA's facility noting that Carlon told her ECA still has a long way to go.

https://www.youtube.com/watch?v=VfsaBdCC_AA

ECA’s Spectrum Television News Story

ECA was lucky to have a news story, featuring a 3D rendition of our proposed facility published by Spectrum Television on September 9, 2021. Here is the link: <https://tinyurl.com/2p8cpzan>

Other Facility Quests

Churches and Community Center

In addition to the site plan review process with the County departments, ECA team visited **3 local churches in Agua Dulce, and one community center in Acton** in order to be able to open in person temporarily while we waited for the site plan review process to be completed. However, after an initial expressed interest in renting space to ECA, the organizations chose not to lease to ECA.

Acton-Agua Dulce School District

Additionally, ECA visited and reached out, in early November 2021, to the **Acton-Agua Dulce Unified School District’s** (AADUSD) Superintendent and the Assistant Superintendent of Business Services and requested to lease a few classrooms in the empty Acton School building. Representatives from the AADUSD notified ECA team via email that there is no available space for lease in the empty school building. The AADUSD also notified us that the Superintendent and the Assistant Superintendent of Business Services will **not be available to meet with ECA team until after the New Year -about 2 or more months away.**

Since ECA is not a virtual school, ECA had to open in person right away so ECA found the current location- the youth ministry and Sunday School center of the church to use temporarily until the main location, which is only about 2 miles away and 5 minutes’ drive, is finalized.

ECA’s experience is unprecedented but the passion to provide quality education supersedes the frustration designed to force the ECA team to give up.

ECA FACILITY READINESS CHRONOLOGY OF ACTIONS

Action	Date	Comments
1. Facility Located / An active Church for Sale / Lease 13136 Sierra Hwy	Dec. 2016	Engaged a realtor to lease or purchase the functioning church
2. Church Changed Ownership	Btwn 2018 & 19	Church members left and Utilities Turned off
2. School Zoning	May 1 2019	Confirmed by the County of Los Angeles Department of Regional Planning-DRP
3. Site Plan Ministerial Review Started	Feb. 2020	Engaged an Architectural Firm
5. Site Plan Submitted	April 23, 2020	To County DRP-Headquarters
6. After correcting DRP comments	June 2, 2020	Approved by DRP & routed to DPW Total Review Time 5 weeks

7. DPW at Santa Clarita Promised	June 10, 2020	Per Dr. Johnson's Visit to Santa Clarita DPW, DPW would be willing to expedite the site plan review process for a school if there is a deadline issue involved.
8. DPW Review Central Fulfilled Promise	June 19, 2020	DPW Provided Comments in 1 week as ECA prepared for SBE hearings
9. Current Owner of 13136 Sierra Highway Property ECA In Negotiation with him to date	July 8, 2020 - Present	Sent letter to Board that it will conduct needed repairs and lease to ECA However, after ECA's approval, the owner insisted that ECA would have to do ALL renovations needed rather than only the tenant improvements budgeted by ECA as agreed before the approval. The property remains available.

ITEM	DATES	CHRONOLOGY OF STEPS TAKEN	RESOLUTION - DATE
1. Lot at 33301 Agua Dulce Canyon Road	February 5- May 28	Negotiated with owner / representatives from February 5, 2021 for the empty market but secured Lease for the lot instead. Both are still Available	May 28, 2021 Lease signed
2. Fuel Modification Plan	Submitted August 10, 2021	*Consulted Fuel Modification Office of the County Fire Dept. and received requirements and appropriate plants *Had a landscape designer develop the plant ledger *Had Architect finalize the plan *Submitted on August 10, 2021 and Paid \$1064 fee for Review	Reviewed and Approved on September 3, 2021
3. Site Plan Approval By County of Los Angeles Regional Planning	Submitted in EPIC LA for Regional Planning approval on several dates over 5 months	June 30 -Initial Submission July 28-2nd Submission August 19, 2021-3rd Submission August 24, 2021-4th Submission September 28 -5th Submission October 4, 2021-6th Submission Architect updated plan with awnings and murals as a result of comments from Ms. Carlon's Design Review Committee' Meeting's recommendations for awnings and murals on the modular buildings. Submitted in EPIC LA but still not approved despite being told that it would be by Ms. Carlon Nov 3, 2021- 7th Submission Updated with wagon wheels on modular buildings instead of awnings Nov 8, 2021- 8th Submission	When Christina Carlon, plan checker from Antelope Valley LA County Regional Planning office finds time to review and approve the plan.

	<p>August 16, 2021</p>	<p>Meeting with Ms. Carlon and her Supervisor Mr. Dea to discuss the new requirements Ms. Carlon added dealing especially with meeting the Community Standards physical look of the modular buildings rather than health and safety of students and staff such as adding Wagon Wheels to the modular buildings. Both asked us to meet with Agua Dulce Town Council which we have already done. ECA Board President and architect attended the meeting with me.</p>	<p>None- More changes to the plan</p>
<p>5. ECA's Several Meetings with LA County Staff</p>	<p>August 20, 2021</p>	<p>ECA Board president and I Met with Donna Temeer (Antelope Valley Deputy to help expedite with Site Plan Review</p>	<p>Will look into it but it is Stephanie English's area of oversight not hers</p>
	<p>Sept 2, 2021</p>	<p>Met with Stephanie English, Regional Planning and DPW's Land Use office reps. Ms. English emphasized that ECA should not have any timeline for completion because it takes a really long time place modular on a lot.</p>	<p>None</p>
<p>Parents and Community members calls to the Los Angeles Board of Supervisors Meetings to make Public Comments prompted some responses from the departments</p>	<p>Oct 4, 2021</p>	<p>Visited the DPW, Regional Planning and Fire Depts headquarters at Alhambra and Los Angeles with my staff to meet with the directors but none was available.</p>	
	<p>Oct 7 & 14, 2021</p>	<p>Meetings with Regional Planning's staff-Deputy Director Mr. Degrazia who came up with wagon wheels on top of modular instead of awnings recommended by Ms. Carlon; Ms. Tae and Mr. Dea, Carlon's supervisor, to discuss awnings and wagon wheels to meet the Agua Dulce Community Standards building designs which has nothing to do with the health and safety of students Mr. Higginbotham, ECA's Board President attended the meeting.</p>	<p>Wagon wheel design</p>

<p>After over 5 months of Delays On November 9, 2021 Site Plan Approved by Regional Planning and transferred to Public Works</p>	<p>October 28</p>	<p>Met with -DPW staff – Ms. Rossana D’Antonio, Deputy Director and other staff, and representatives from Los Angeles Supervisor Barger’s office. ECA’s Board president was present.</p> <p>Discussion of the required developments by the DPW Land Use and Building and Safety were done.</p> <p>Numerous Visits to Santa Clarita Office of the Los Angeles County Departments of Regional Planning, Public Works, and Fire.</p>	<p>Commit to review within two weeks any plan submitted by ECA, but the delay has already done severe damage to our program</p> <p>November 9, 2021 – Approved and sent to DPW for continued review prior to installation</p>
<p>6. Queuing Analysis</p>	<p>Submitted in EPIC LA on October 28</p>	<p>Developed and Submitted in EPIC LA</p>	<p>Heard back on Nov 4 and 15</p>
<p>7. Signing and Stripping Plan Grading and Drainage Plan</p>	<p>Under Devitt</p>	<p>Engineer Ready to Provide construction Documents</p>	<p>TBD</p>

8. Fire Requirements	Completed and Submitted 11/1	7 Site Plan submissions to Fire and Corrections by architect due to new requested corrections Sept 9 -Initial Submission Sept 23 -2nd Submission Sept 28 -3rd Submission Oct 20 -4th Submission Nov 3 -5th Submission Nov 8- 6th Submission Nov 10 -7th Submission	When Planner returns from vacation on November 8 th and TBD But all corrections were made
9. Health		Finalizing after submitting forms	TBD
10. DSA	Nov. 3 Consultation	Several Calls and 1 meeting Advised that it will take DSA 3 months to finish if DSA takes over from County.	To see if DSA can take over due to County delays
11. Building and Safety for Permit	August 24, 2021	Never heard back until October 2021	When all above is met
12. Modular	Ordered	Had to rescind the order when CDE sent letter demanding we find an in person facility quickly.	TBD
13. Prep and Installation of the Modulares	TBD	Should only take a week to install	TBD
14. Occupy		When all the construction and inspection by CDE Facility takes place.	TBD

EXHIBIT D
See Attachment E
Submitted With
ECA'S Response To
CDE'S Letter Of
Concern

EXHIBIT E



EXHIBIT E

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

INDEPENDENT STUDY POLICY

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

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

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

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



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

4. For students who participate in independent study for fifteen (15) or more days in a school year, the Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: [Students will receive instruction virtually via Zoom and Google Classroom by their grade level teachers. Students also receive instruction in special areas such as Art, Physical Education and World Languages such as Spanish and Korean.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: NA

6. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. Within 5 instructional days of notifying the school of the decision to return to in-person learning, parents can easily withdraw their children from the school and will be provided with all necessary records requested by the parents in order to ensure for a smooth transition to in-person learning.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:



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

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



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

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

Adopted/Ratified: August 31, 2021

EXHIBIT FF

1/24/22, 12:36 PM

Eagle Collegiate Academy Mail - Eagle Collegiate and the El Dorado Charter SELPA Partnership



EXHIBIT F

Dr. Ogo Okoye-Johnson <ookoye-johnson@eaglecollegiateacademy.org>

Eagle Collegiate and the El Dorado Charter SELPA Partnership

Giniese Quann <gquann@edcoe.org>

Fri, Dec 3, 2021 at 8:24 AM

To: "Dr. Ogo Okoye-Johnson" <ookoye-johnson@eaglecollegiateacademy.org>

Cc: Erin Zimmermann <ezimmermann@edcoe.org>, Jennifer Parker <jeparker@edcoe.org>, Robert Steponovich <rsteponovich@edcoe.org>, Stephanie Farland <SFarland@cde.ca.gov>, Amy Ferguson <aferguson@edcoe.org>

Good Morning Ms. Okoye-Johnson,

Thank you for following up and clarifying our concerns and sharing the process that Eagle Collegiate has established to ensure students with disabilities are being properly identified and served. As you implement your program, our team will continue to support you and your team. Per our CEO Council Policy #28, we will continue to monitor Eagle Collegiate's status as their own LEA for special education. Please let me know if you have any additional questions or needs.

Thank you,

Giniese

Giniese Quann

Executive Director

El Dorado County Charter SELPA

Ph: 530-295-2453 | F: 530-676-4337

[Charter SELPA](#)

[Facebook](#) | [Twitter](#)

From: Dr. Ogo Okoye-Johnson <ookoye-johnson@eaglecollegiateacademy.org>

Sent: Thursday, December 2, 2021 6:32 PM

To: Giniese Quann <gquann@edcoe.org>

Cc: Erin Zimmermann <ezimmermann@edcoe.org>

Subject: Re: Eagle Collegiate and the El Dorado Charter SELPA Partnership

(External Email)

[Quoted text hidden]

CAUTION: This email originated from outside EDCOE's email system. Please use caution before clicking any links, opening attachments, or signing in with your EDCOE account. Contact the EDCOE IT Helpdesk at 530-295-2234 if in doubt.

Eagle Collegiate Academy Response to the accs-feb22item01
California State Board of Education Notice of Violation, Attachment 2
Dated January 26, 2022 Page 74 of 95

1/24/22, 12:36 PM

Eagle Collegiate Academy Mail - Eagle Collegiate and the El Dorado Charter SELPA Partnership

EXHIBIT G

1/24/22, 12:42 PM

Eagle Collegiate Academy Mail - Eagle Collegiate and the El Dorado Charter SELPA Partnership



EXHIBIT G

Dr. Ogo Okoye-Johnson <ookoye-johnson@eaglecollegiateacademy.org>

Eagle Collegiate and the El Dorado Charter SELPA Partnership

Dr. Ogo Okoye-Johnson <ookoye-johnson@eaglecollegiateacademy.org>

Thu, Dec 2, 2021 at 6:32 PM

To: Ginese Quann <gquann@edcoe.org>

Cc: Erin Zimmermann <ezimmermann@edcoe.org>

Bcc: "Dr. Ogo Okoye-Johnson" <ookoye-johnson@eaglecollegiateacademy.org>, Chinyelu Johnson <ccjohnson@eaglecollegiateacademy.org>, Jones Okeke <jokeke@eaglecollegiateacademy.org>

Hello Ms. Quann,

I trust you had a nice Thanksgiving.

I would like to thank you for the support the EDCOE team has been providing to ECA. As a new charter school, your support is very much appreciated and valued.

I am surprised, however, to receive this letter because your statement:

"It is our understanding, there has been no finalization of identifying students with IEPs and the child find process has not yet been set up. We are concerned that students with IEPs are not being serviced at this time." is not accurate.

All our students with IEPs were identified by ECA staff using ECA's Child Find protocol which has been in place before the first day of school. All our students with IEPs are being serviced fully and are receiving all their necessary services. ECA's CALPADS was not set up by CDE until October 18, 2021 and we have evidence of emails to the CALPADS ticket desk requesting access to CALPADS.

Once CALPADS was set up, Ms. Worster graciously took time to work with ECA's CALPADS administrator on October 22, 2021 to resolve the technical issues in CALPADS which enabled ECA to be able to conduct the Child Find protocol via CALPADS as well. We are able to find students' IEPs and other services they are receiving prior to enrolling at ECA to ensure that we are able to meet their needs.

I hope this clarifies the current status of ECA's Child Find protocol at ECA and the service of ECA's students with IEPs.

Once again our team appreciates the support from EDCOE's team.

Thank you.

Best,
Ogo Okoye-Johnson, Ph.D.
Founder & CEO
Eagle Collegiate Academy
661-347-6016

CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

[Quoted text hidden]

Eagle Collegiate Academy Response to the accs-feb22item01
 California State Board of Education Notice of Violation, Attachment 2
 Dated January 26, 2022 Page 77 of 95

Eagle Collegiate Academy									
3 Year Projection									
As of January 26, 2022									
			2020-21	2021-22	2022-23	2023-24	Assumptions		
	Average Daily Enrollment K-8			29	168	216			
	ADA K-8		27.53	159.60	205.20				
REVENUE:									
	LCFF Revenue								
8011	State Aid	94.08%	284,751	1,652,889	2,183,624		See FCMAT Calculator		
8012	EPA	1.90%	5,506	31,920	41,040		See FCMAT Calculator		
8096	In-Lieu of Property Tax	4.02%	0	0	0		See FCMAT Calculator		
	LCFF REVENUE		290,257	1,684,809	2,224,664				
	Other State Revenue:								
8560	Lottery			37,426	49,081		\$200 per ADA (0 1st yr)	2%	inflation
8591	ASES after school program			160,000	160,000		\$160,000 per year		
8791	Special Ed - State AB602		16,675	98,532	129,218		\$575 per ADA yr 1	2%	inflation
8792	Special Ed - Level II		6,600	102,300	135,300		\$3,300.00 per SPED Student		
8520	State Nutrition (District)		2,143	22,050	28,350		\$131 per student		
8592	SB 740 Revenue		17,205	85,396	113,200		75% of Rent Expense		
	TOTAL OTHER STATE REVENUE		0	42,623	505,704	615,149			
	Federal:								
8291	Title I		11,700	69,187	90,733		\$425 per ADA 1st year	2%	inflation
8292	Title II		1,239	7,326	9,607		\$45 per ADA 1st year	2%	inflation
8293	Title III		1,789	10,581	13,877		\$65 per ADA 1st year	2%	inflation
8294	Title IV			10,000	10,000				
8295	PCSGP (Title IV part C)		0	100,000	300,000	200,000	\$600,000 total		
	Esser 2 (must be spent by 9/30/23)		63,531	63,531	63,531				
	Esser 3 (must be spent by 9/30/24)		142,783	142,783	142,783				
8220	Federal Nutrition		19,285	111,808	143,753				
8181	Special Ed - Federal		0	25,200	33,048		\$150 per ADA (0 1st yr)	2%	inflation
	TOTAL FEDERAL REVENUE		0	340,327	740,416	707,332			
	Grants & Donations:								
8635	CSGF								
8635	Miscellaneous Fundraising								
	interest Income		0	60					
	TOTAL GRANTS & DONATIONS		0	60	0	0			
	TOTAL REVENUE		0	673,267	2,930,928	3,547,145			
EXPENDITURES:									
1000	Certificated Teacher Salaries		309,564	663,088	926,472		See Staffing Sheet		
1300	Certificated Admin Salaries		120,000	123,000	126,075		See Staffing Sheet		
2300	Classified Admin Salaries			236,150	242,054		See Staffing Sheet		
2100	Classified Teaching Assistants		100,370	27,675	28,367		See Staffing Sheet		
	Total Salaries		0	529,935	1,049,913	1,322,968			
3100	STRS		54,766	142,282	190,511		See Staffing Sheet		
3900		0	0				See Staffing Sheet		
3400	Health Insurance	0	54,000	129,600	177,984		See Staffing Sheet		
3300	Social Security & Medicare	0	22,072	31,581	35,949		See Staffing Sheet		
3500	SUI/ETT	0	9,000	12,880	14,560		See Staffing Sheet		
3600	Workers Compensation	0	9,122	13,113	16,524		See Staffing Sheet		
	Total Taxes & Benefits		0	148,960	329,456	435,528			
4702	Food Service/Meals		21,428	147,244	189,314		Food revenue plus 10%		
4102	Textbooks & Other Curriculum Materials		26,663	42,840	56,182		\$250 per student and then c	2%	inflation
	Additional Materials purchased with Implementation Funds		0						
4202	Library Books		500	500	500		\$2,000 per year		
4302	Teaching, Classroom & Office Supplies	1	4,433	24,847	32,585		\$145 per student	2%	inflation
4306	PE Equipment		348	2,056	2,697		\$12 per student	2%	inflation
4308	Janitorial Supplies		348	2,056	2,697		\$12 per student	2%	inflation
4402	Furniture, Fixtures & Equipment (non-capitalized)	2,413	18,870	56,500	36,500		see equipment tab		
4404	Phone & Internet System		5,000	500	500		\$25,000 first year	10%	minimal replacement cost each ye
4408	Student Intervention and Support Software		0	11,138	14,607		\$65 per student	2%	inflation
4410	Software - Administrative & Accounting	180	748	748	748		\$70 per month for Quickbooks		
4000	Total 4000 Series Books & Supplies	2,594	78,338	288,430	336,329				
5102	Transportation - gas & repairs		3,500	20,276	26,069			2%	inflation
5202	Travel & Conferences		500	510	520			2%	inflation
5204	Meetings		1,000	1,200	1,224			2%	inflation
5302	Fingerprinting & background Check		860	1,725	1,950		75 per staff		
5304	Dues & Memberships	190	4,625	16,000	20,570		See Dues & Membership tab		
5306	Taxes & Licenses	15	600	600	600			2%	inflation

Eagle Collegiate Academy Response to the accs-feb22item01
 California State Board of Education Notice of Violation, Attachment 2
 Dated January 26, 2022 Page 78 of 95

5402	General Liability Insurance		22,346	26,368	27,687			2%	inflation
5502	Utilities (electricity, heating, trash)		5,800	42,000	44,100			5%	inflation
5602	Facility Rent	5,000	31,150	113,862	150,934		See Facilities tab		
5604	Repair & Non-Capitalized Improvements		1,064	1,085	1,107			2%	inflation
5606	Copiers and Printers - lease		5,500	10,000	10,200			2%	inflation
5802	Athletic Services (leagues)		0	1,500	1,530			2%	inflation
5804	Field Trips		580	3,427	4,495	\$20	per student	2%	inflation
5806	Student Recruitment	125	24,116	24,598	25,090			2%	inflation
5808	Staff Recruitment		665	938	1,082	\$40	per staff	2%	inflation
5810	Professional Development		2,093	10,715	12,857	\$714	per teacher	2%	inflation
5812	Board Development		2,395	2,000	2,040			2%	inflation
5814	Student Information System	385	1,266	1,291	1,317	\$3,848	per year	2%	inflation
5816	Payroll Processing		2,421	6,452	7,439	\$275	per staff	2%	inflation
5818	Technology Consulting Support		2,000	2,500	2,550			2%	inflation
5820	Substitute Teachers		0	1,964	2,185	\$175	per teacher	2%	inflation
5822	After School Program		0	160,000	160,000		equal to revenue		
5824	SPED Services		10,000	197,184	225,288	30%	SPED Encroachment		
5825	Student Assessment - support services		3,436				NWEA - MAP		
5826	Bank Charges	30	280	280	280	\$10	per month		
5828	Audit & 990 Tax preparation		0	14,000	14,280			2%	inflation
5830	Website/Branding, Outreach		204	3,000	3,060			2%	inflation
5832	Financial Consulting (Back End Service Provider)	12,005	36,220	58,220	60,620			2%	inflation
5834	401k Admin Fees		0	2,000	2,040			2%	inflation
5836	Legal fees		30,786	16,401	16,729	\$5,000	per year plus	2%	inflation
	Miscellaneous		986						
5902	Telephone & Internet Service		30	5,141	6,742	\$30	per student plus	2%	inflation
6900	Depreciation		393	787	787		Bus/Van over 5 years, Leasehold Improvements over 20 years		
7299	Authorizer Oversight		2,903	16,848	22,247	0%	of LCFF		
7438	Interest Expense		811	0	0				
	Total 5000, 6000, 7000 Expenses	17,751	198,530	762,872	857,618				
	TOTAL EXPENSES	20,345	955,764	2,430,670	2,952,443				
	NET SURPLUS (DEFICIT)	-20,345	-282,497	500,258	594,703				
	FUND BALANCE	-20,345	-302,842	197,416	792,119				
	Fund Balance as a % of Expenses		-31.69%	8.12%	26.83%				
CASH FLOW									
	NET SURPLUS (DEFICIT)	-20,345	-282,497	500,258	594,703				
	Add Back Depreciation		393	787	787				
	Less Current Year Accounts Receivable		-148,882	-227,313	-272,733				
	Plus Collection of Prior Year Receivables			148,882	227,313				
	Plus 2021-22 LCFF Payable		329,452						
	Less Payment of 2021-22 LCFF Payable			-164,726	-164,726				
	Lumen receipts (repayments)	37,442	-37,442						
	Loan from Okoye Johnson	200	-200						
	CDE Revolving Loan		100,000	-33,333	-33,333				
	STRS Payable		0						
	Employee Payable		0						
	Summer Holdback increase (decrease)		32,264	36,845	27,451				
	Accrual of current year liabilities	12,105	20,942						
	Payment of prior year liabilities		-12,105	-20,942					
	Building Improvements	-7,650	-19,635						
	Net Cash Flow	21,752	-17,709	240,458	379,461				
	Beginning Cash	0	21,752	4,043	244,501				
	Ending Cash	21,752	4,043	244,501	623,962				

Cell: D86
Comment: not PCSGP eligible
-Bryan Adams

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

6900	Depreciation	393												393		393
7299	Authorizer Oversight	2,903													2,903	2,903
7438	Interest Expense	811					811									811
	Total 5000, 6000, 7000 Expenses	198,530	11,027	5,003	3,387	23,196	36,136	19,034	17,174	18,546	18,553	13,561	13,223	8,290	11,402	198,530
	TOTAL EXPENSES	955,764	16,620	25,931	25,141	172,158	110,549	84,461	93,266	73,338	74,869	66,345	67,564	124,578	20,942	955,764
	NET SURPLUS (DEFICIT)	-282,497	-16,620	-25,931	-669	447,574	-110,529	-84,451	-17,733	-72,910	-67,249	-58,724	-59,943	-13,801	-201,512	-282,497
	FUND BALANCE	-302,842	-36,964	-62,895	-63,564	384,010	273,481	189,030	171,297	98,388	31,139	-27,585	-87,528	-101,329	-302,842	-302,842
	<i>Fund Balance as a % of Expenses</i>	<i>-31.69%</i>														
CASH FLOW																
	NET SURPLUS (DEFICIT)	-282,497	-16,620	-25,931	-669	447,574	-110,529	-84,451	-17,733	-72,910	-67,249	-58,724	-59,943	-13,801	-201,512	-282,497
	Add Back Depreciation	393	0	0	0	0	0	0	0	0	0	0	0	393		393
	Less Current Year Accounts Receivable	-148,882													-148,882	-148,882
	Plus Collection of Prior Year Receivables															0
	Plus 2021-22 LCFF Payable	329,452													329,452	329,452
	Less Payment of 2021-22 LCFF Payable															0
	Lumen receipts (repayments)	-37,442		29,497			-66,939									-37,442
	Loan from Okoye Johnson	-200						-200								-200
	CDE Revolving Loan	100,000					100,000									100,000
	STRS Payable	0		1,025	1,329	9,576		-11,930								0
	Employee Payable	0				6,770	2,431	-6,770	-2,431							0
	Summer Holdback increase (decrease)	32,264				8,264	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000		32,264
	Accrual of current year liabilities	20,942	235	-235												0
	Payment of prior year liabilities	-12,105				-12,005	-100								20,942	8,837
	Building Improvements	-19,635	-2,800	-3,866	-920	-141,081	-11,549	140,581								-19,635
	Net Cash Flow	-17,709	-19,185	490	-260	319,098	-83,685	40,230	-17,164	-69,910	-64,249	-55,724	-56,943	-10,408	0	-17,709
	Beginning Cash	21,752	21,752	2,568	3,058	2,798	321,896	238,211	278,440	261,277	191,367	127,118	71,394	14,451		21,752
	Ending Cash	4,043	2,568	3,058	2,798	321,896	238,211	278,440	261,277	191,367	127,118	71,394	14,451	4,043		4,043

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

accs-feb22item01
Attachment 2
Page 83 of 95

Cell: D86
Comment: not PCSGP eligible
-Bryan Adams

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Eagle Collegiate Academy																
3 Year Projection		2022-23 Cash Flow														
As of January 26, 2022		2022	2022	2022	2022	2022	2022	2023	2023	2023	2023	2023	2023	2023	2023	2023
	2022-23	July	August	September	October	November	December	January	February	March	April	May	June	Accrual	2022-23	
	Average Daily Enrollment K-8	168														
	ADA K-8	159.60														
REVENUE:																
	LCFF Revenue															
8011	State Aid	1,652,889			611,569		297,520			148,760	148,760	148,760	148,760	148,760	0	1,652,889
8012	EPA	31,920			1,377		1,377				14,584			14,584	0	31,920
8096	In-Lieu of Property Tax	0														
	LCFF REVENUE	1,684,809	0	0	612,945	0	298,897	0	148,760	163,344	148,760	148,760	163,344	0	1,684,809	
	Other State Revenue:															
8560	Lottery	37,426			5,506		7,980				7,980			15,960	37,426	
8591	ASES after school program	160,000				40,000			40,000			40,000		40,000	160,000	
8791	Special Ed - State AB602	98,532			8,211	8,211	8,211	8,211	8,211	8,211	8,211	8,211	8,211	16,422	98,532	
8792	Special Ed - Level II	102,300			10,230	10,230	10,230	10,230	10,230	10,230	10,230	10,230	10,230	0	102,300	
8520	State Nutrition (District)	22,050			2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	2,205	0	22,050	
8592	SB 740 Revenue	85,396					21,349				21,349			42,698	85,396	
	TOTAL OTHER STATE REVENUE	505,704	0	0	20,646	26,152	60,646	49,975	20,646	60,646	20,646	49,975	60,646	20,646	115,080	505,704
	Federal:															
8291	Title I	69,187				17,297			17,297			17,297		17,297	69,187	
8292	Title II	7,326				1,831			1,831			1,831		1,831	7,326	
8293	Title III	10,581				2,645			2,645			2,645		2,645	10,581	
8294	Title IV	10,000				2,500			2,500			2,500		2,500	10,000	
8295	PCSGP (Title IV part C)	300,000					300,000							0	300,000	
	Esser 2 (must be spent by 9/30/23)	63,531					15,883		15,883			15,883		15,883	63,531	
	Esser 3 (must be spent by 9/30/24)	142,783					35,696		35,696			35,696		35,696	142,783	
8220	Federal Nutrition	111,808			11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	11,181	111,808	
8181	Special Ed - Federal	25,200												25,200	25,200	
	TOTAL FEDERAL REVENUE	740,416	0	0	0	11,181	87,033	311,181	11,181	87,033	11,181	11,181	87,033	112,233	740,416	
	Grants & Donations:															
8635	CSGF													0	0	
8635	Miscellaneous Fundraising													0	0	
	interest Income													0	0	
	TOTAL GRANTS & DONATIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL REVENUE	2,930,928	0	0	633,591	37,333	147,679	660,052	31,827	296,439	195,170	209,916	296,439	195,170	227,313	2,930,928
EXPENDITURES:																
1000	Certificated Teacher Salaries	663,088	55,257	55,257	55,257	55,257	55,257	55,257	55,257	55,257	55,257	55,257	55,257	55,257	0	663,088
1300	Certificated Admin Salaries	123,000	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	0	123,000
2300	Classified Admin Salaries	236,150	19,679	19,679	19,679	19,679	19,679	19,679	19,679	19,679	19,679	19,679	19,679	19,679	0	236,150
2100	Classified Teaching Assistants	27,675	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	2,306	0	27,675
	Total Salaries	1,049,913	87,493	87,493	87,493	87,493	87,493	87,493	87,493	87,493	87,493	87,493	87,493	87,493	0	1,049,913
3100	STRS	142,282	11,857	11,857	11,857	11,857	11,857	11,857	11,857	11,857	11,857	11,857	11,857	11,857		142,282

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

	Miscellaneous		0	0	0	0	0	0	0	0	0	0	0	0	0	0
5902	Telephone & Internet Service	5,141	428	428	428	428	428	428	428	428	428	428	428	428	0	5,141
6900	Depreciation	787												787	0	787
7299	Authorizer Oversight	16,848	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	0	16,848
7438	Interest Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total 5000, 6000, 7000 Expenses	762,872	47,075	47,075	66,793	66,793	66,793	66,793	66,793	66,793	66,793	66,793	66,793	67,580	0	762,872
	TOTAL EXPENSES	2,430,670	197,726	196,726	203,543	203,543	203,543	203,543	203,543	203,543	203,543	203,543	203,543	204,330	0	2,430,670
	NET SURPLUS (DEFICIT)	500,258	-197,726	-196,726	430,048	-166,211	-55,864	456,509	-171,716	92,896	-8,373	6,373	92,896	-9,160	227,313	500,258
	FUND BALANCE	197,416	-500,568	-697,294	-267,246	-433,456	-489,321	-32,812	-204,528	-111,632	-120,005	-113,632	-20,737	-29,896	197,416	197,416
	<i>Fund Balance as a % of Expenses</i>	<i>8.12%</i>														
CASH FLOW																
	NET SURPLUS (DEFICIT)	500,258	-197,726	-196,726	430,048	-166,211	-55,864	456,509	-171,716	92,896	-8,373	6,373	92,896	-9,160	227,313	500,258
	Add Back Depreciation	787												787		787
	Less Current Year Accounts Receivable	-227,313													-227,313	-227,313
	Plus Collection of Prior Year Receivable	148,882	74,441	37,221	37,221											148,882
	Plus 2021-22 LCFF Payable															0
	Less Payment of 2021-22 LCFF Payments	-164,726												-164,726		-164,726
	Lumen receipts (repayments)															0
	Loan from Okoye Johnson															0
	CDE Revolving Loan	-33,333			-6,667	-6,667	-6,667	-6,667	-6,667							-33,333
	STRS Payable															0
	Employee Payable															0
	Summer Holdback increase (decrease)	36,845	-32,264		6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911		36,845
	Accrual of current year liabilities															0
	Payment of prior year liabilities	-20,942	-20,942													-20,942
	Building Improvements															0
	Net Cash Flow	240,458	-176,491	-159,506	467,513	-165,966	-55,620	456,754	-171,472	99,806	-1,462	13,284	99,806	-166,188	0	240,458
	Beginning Cash	4,043	4,043	-172,448	-331,954	135,559	-30,407	-86,027	370,726	199,254	299,061	297,599	310,883	410,689		4,043
	Ending Cash	244,501	-172,448	-331,954	135,559	-30,407	-86,027	370,726	199,254	299,061	297,599	310,883	410,689	244,501		244,501

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

accs-feb22item01
Attachment 2
Page 87 of 95

Cell: D86
Comment: not PCSGP eligible
-Bryan Adams

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Eagle Collegiate Academy																
3 Year Projection																
As of January 26, 2022		2023-24 Cash Flow														
		2023	2023	2023	2023	2023	2023	2024	2024	2024	2024	2024	2024	2024	TOTAL	
		2023-24	July	August	September	October	November	December	January	February	March	April	May	June	Accrual	2023-24
Average Daily Enrollment K-8		216														
ADA K-8		205.20														
REVENUE:																
LCFF Revenue																
8011	State Aid	2,183,624			807,941			393,052		196,526	196,526	196,526	196,526	196,526	0	2,183,624
8012	EPA	41,040			7,980			7,980			12,540			12,540	0	41,040
8096	In-Lieu of Property Tax	0													0	
LCFF REVENUE		2,224,664	0	0	815,921	0	0	401,032	0	196,526	209,066	196,526	196,526	209,066	0	2,224,664
Other State Revenue:																
8560	Lottery	49,081						12,270				12,270			24,541	49,081
8591	ASES after school program	160,000					40,000			40,000			40,000		40,000	160,000
8791	Special Ed - State AB602	129,218			10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	10,768	21,536	129,218
8792	Special Ed - Level II	135,300			13,530	13,530	13,530	13,530	13,530	13,530	13,530	13,530	13,530	13,530	0	135,300
8520	State Nutrition (District)	28,350			2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	2,835	0	28,350
8592	SB 740 Revenue	113,200						28,300					28,300		56,600	113,200
TOTAL OTHER STATE REVENUE		615,149	0	0	27,133	27,133	67,133	67,704	27,133	67,133	27,133	67,704	67,133	27,133	142,677	615,149
Federal:																
8291	Title I	90,733					22,683			22,683			22,683		22,683	90,733
8292	Title II	9,607					2,402			2,402			2,402		2,402	9,607
8293	Title III	13,877					3,469			3,469			3,469		3,469	13,877
8294	Title IV	10,000					2,500			2,500			2,500		2,500	10,000
8295	PCSGP (Title IV part C)	200,000						200,000							0	200,000
	Esser 2 (must be spent by 9/30/23)	63,531					15,883			15,883			15,883		15,883	63,531
	Esser 3 (must be spent by 9/30/24)	142,783					35,696			35,696			35,696		35,696	142,783
8220	Federal Nutrition	143,753			14,375	14,375	14,375	14,375	14,375	14,375	14,375	14,375	14,375	14,375	14,375	143,753
8181	Special Ed - Federal	33,048													33,048	33,048
TOTAL FEDERAL REVENUE		707,332	0	0	0	14,375	97,008	214,375	14,375	97,008	14,375	14,375	97,008	14,375	130,056	707,332
Grants & Donations:																
8635	CSGF														0	0
8635	Miscellaneous Fundraising														0	0
	interest Income														0	0
TOTAL GRANTS & DONATIONS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL REVENUE		3,547,145	0	0	843,054	41,508	164,141	683,111	41,508	360,667	250,575	278,605	360,667	250,575	272,733	3,547,145
EXPENDITURES:																
1000	Certificated Teacher Salaries	926,472	77,206	77,206	77,206	77,206	77,206	77,206	77,206	77,206	77,206	77,206	77,206	77,206	0	926,472
1300	Certificated Admin Salaries	126,075	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	0	126,075
2300	Classified Admin Salaries	242,054	20,171	20,171	20,171	20,171	20,171	20,171	20,171	20,171	20,171	20,171	20,171	20,171	0	242,054
2100	Classified Teaching Assistants	28,367	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	2,364	0	28,367
Total Salaries		1,322,968	110,247	0	1,322,968											
3100	STRS	190,511	15,876	15,876	15,876	15,876	15,876	15,876	15,876	15,876	15,876	15,876	15,876	15,876	0	190,511

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

	Miscellaneous		0	0	0	0	0	0	0	0	0	0	0	0	0	0
5902	Telephone & Internet Service	6,742	562	562	562	562	562	562	562	562	562	562	562	562	562	6,742
6900	Depreciation	787												787	0	787
7299	Authorizer Oversight	22,247	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	1,854	22,247
7438	Interest Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total 5000, 6000, 7000 Expenses	857,618	52,629	52,629	75,157	75,157	75,157	75,157	75,157	75,157	75,157	75,157	75,157	75,944	0	857,618
	TOTAL EXPENSES	2,952,443	235,775	234,775	248,111	248,111	248,111	248,111	248,111	248,111	248,111	248,111	248,111	248,897	0	2,952,443
	NET SURPLUS (DEFICIT)	594,703	-235,775	-234,775	594,943	-206,602	-83,969	435,001	-206,602	112,557	2,464	30,494	112,557	1,677	272,733	594,703
	FUND BALANCE	792,119	-38,359	-273,133	321,810	115,208	31,238	466,239	259,637	372,194	374,658	405,152	517,709	519,386	792,119	792,119
	<i>Fund Balance as a % of Expenses</i>	<i>26.83%</i>														
CASH FLOW																
	NET SURPLUS (DEFICIT)	594,703	-235,775	-234,775	594,943	-206,602	-83,969	435,001	-206,602	112,557	2,464	30,494	112,557	1,677	272,733	594,703
	Add Back Depreciation	787												787		787
	Less Current Year Accounts Receivable	-272,733													-272,733	-272,733
	Plus Collection of Prior Year Receivable	227,313	113,656	56,828	56,828											227,313
	Plus 2021-22 LCFF Payable															0
	Less Payment of 2021-22 LCFF Payable	-164,726												-164,726		-164,726
	Lumen receipts (repayments)															0
	Loan from Okoye Johnson															0
	CDE Revolving Loan	-33,333			-6,667	-6,667	-6,667	-6,667	-6,667							-33,333
	STRS Payable															0
	Employee Payable															0
	Summer Holdback increase (decrease)	27,451	-69,109		9,656	9,656	9,656	9,656	9,656	9,656	9,656	9,656	9,656	9,656		27,451
	Accrual of current year liabilities															0
	Payment of prior year liabilities															0
	Building Improvements															0
	Net Cash Flow	379,461	-191,228	-177,947	654,761	-203,613	-80,980	437,990	-203,613	122,213	12,120	40,150	122,213	-152,606	0	379,461
	Beginning Cash	244,501	244,501	53,273	-124,673	530,088	326,475	245,495	683,485	479,872	602,085	614,205	654,355	776,568		244,501
	Ending Cash	623,962	53,273	-124,673	530,088	326,475	245,495	683,485	479,872	602,085	614,205	654,355	776,568	623,962		623,962

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

accs-feb22item01
Attachment 2
Page 91 of 95

Cell: D86
Comment: not PCSGP eligible
-Bryan Adams

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Summary Tab

NEW LEA (140517) - Eagle Collegiate Academy - First Interim 2021-22, 2022-23, and 2023-24	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	3.26%	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement								
Base Grant	\$-	\$	\$222,800	\$1,329,422	\$1,763,694	\$	\$	\$
Grade Span Adjustment	-	-	23,181	98,382	121,615	-	-	-
Supplemental Grant	-	-	44,276	257,005	339,355	-	-	-
Concentration Grant	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$-	\$	\$290,257	\$1,684,809	\$2,224,664	\$-	\$-	\$
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	-	-	290,257	1,684,809	2,224,664	-	-	-
LCFF Entitlement Per ADA	\$ -	\$ -	\$ 10,543	\$ 10,556	\$ 10,841	\$ -	\$ -	\$ -
Components of LCFF By Object Code								
State Aid (Object Code 8011)	\$ -	\$ -	\$ 284,751	\$ 1,652,889	\$ 2,183,624	\$ -	\$ -	\$ -
EPA (for LCFF Calculation purposes)	\$ -	\$ -	\$ 5,506	\$ 31,920	\$ 41,040	\$ -	\$ -	\$ -
<i>Local Revenue Sources:</i>								
Property Taxes (Object Code 8021 to 8089)	\$-	\$-	\$	\$	\$	\$-	\$-	\$-
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	-	-	-	-
<i>Property Taxes net of In-Lieu</i>	\$	\$	\$	\$	\$	\$	\$	\$
TOTAL FUNDING	-	-	290,257	1,684,809	2,224,664	-	-	-
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	-	-	290,257	1,684,809	2,224,664	-	-	-
SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	-	16.13801139%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	0.00000000%
% of Adjusted Revenue Limit - P-2	-	16.08698870%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	70.06785065%	0.00000000%
EPA (for LCFF Calculation purposes)	-\$	-\$	\$ 5,506	\$ 31,920	\$ 41,040	-\$	-\$	-\$
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$	\$	\$ 5,506	\$ 31,920	\$ 41,040	\$	\$	\$
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$	\$	\$	\$	\$	\$	\$	\$
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Summary Tab

New LEA (140517) - Eagle Collegiate Academy - First Interim 2021-22, 2022-23, and 2023-24								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ -	\$ -	\$ 245,981	\$ 1,427,804	\$ 1,885,309	\$ -	\$ -	\$ -
Supplemental and Concentration Grant funding in the LCAP year	\$ -	\$ -	\$ 44,276	\$ 257,005	\$ 339,355	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services	0.00%	0.00%	18.00%	18.00%	18.00%	0.00%	0.00%	0.00%
SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	-	-	29	168	216	-	-	-
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	0	0	29	168	216	0	0	0
Unduplicated Pupil Count	-	-	26	151	194	-	-	-
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	0	0	26	151	194	0	0	0
Rolling %, Supplemental Grant	0.0000%	0.0000%	90.0000%	90.0000%	90.0000%	0.0000%	0.0000%	0.0000%
Rolling %, Concentration Grant	0.0000%	0.0000%	54.0700%	54.0700%	54.0700%	0.0000%	0.0000%	0.0000%

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Summary Tab

NEW LEA (140517) - Eagle Collegiate Academy - First Interim 2021-22, 2022-23 and 2023-24	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	27.53	114.00	136.80	-	-	-
Grades 4-6	-	-	-	45.60	68.40	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	27.53	159.60	205.20	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	27.53	159.60	205.20	-	-	-
Change in LCFF ADA (excludes NSS ADA)	-	-	27.53	159.60	205.20	-	-	-
	No Change	No Change	Increase	Increase	Increase	No Change	No Change	No Change
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	27.53	114.00	136.80	-	-	-
Grades 4-6	-	-	-	45.60	68.40	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	27.53	159.60	205.20	-	-	-
	Current	Current	Current	Current	Current	Current	Current	Current
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	-	-	27.53	114.00	136.80	-	-	-
Grades 4-6	-	-	-	45.60	68.40	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	-	-	27.53	159.60	205.20	-	-	-
TOTAL FUNDED ADA								
Grades TK-3	=	-	27.53	114.00	136.80	=	=	-
Grades 4-6	=	-	-	45.60	68.40	=	=	-
Grades 7-8	=	-	-	-	-	=	=	-
Grades 9-12	=	-	-	-	-	=	=	-
Total	=	-	27.53	159.60	205.20	=	=	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-

Eagle Collegiate Academy Response to the
California State Board of Education Notice of Violation,
Dated January 26, 2022

Summary Tab

NEW LEA (140517) - Eagle Collegiate Academy - First Interim 2021-22, 2022-23, and 2023-24		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	8,503	\$ 8,503	\$ 10,543	\$ 10,805	\$ 11,140	\$ 9,776	\$ 9,776	\$ 9,776
Grades 4-6	\$	7,818	\$ 7,818	\$ 9,694	\$ 9,934	\$ 10,244	\$ 8,988	\$ 8,988	\$ 8,988
Grades 7-8	\$	8,050	\$ 8,050	\$ 9,980	\$ 10,228	\$ 10,547	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$	9,572	\$ 9,572	\$ 11,867	\$ 12,161	\$ 12,539	\$ 11,003	\$ 11,003	\$ 11,003
Base Grants									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,294	\$ 8,552	\$ 8,855	\$ 8,855	\$ 8,855
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,419	\$ 8,681	\$ 8,988	\$ 8,988	\$ 8,988
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,724	\$ 10,724
Grade Span Adjustment									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 863	\$ 889	\$ 921	\$ 921	\$ 921
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 261	\$ 269	\$ 279	\$ 279	\$ 279
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$	8,503	\$ 8,503	\$ 8,935	\$ 9,157	\$ 9,441	\$ 9,776	\$ 9,776	\$ 9,776
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,419	\$ 8,681	\$ 8,988	\$ 8,988	\$ 8,988
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$	9,572	\$ 9,572	\$ 10,057	\$ 10,306	\$ 10,626	\$ 11,003	\$ 11,003	\$ 11,003
Prorated Base Grants									
Grades TK-3	\$	7,702	\$ 7,702	\$ 8,093	\$ 8,294	\$ 8,552	\$ 8,855	\$ 8,855	\$ 8,855
Grades 4-6	\$	7,818	\$ 7,818	\$ 8,215	\$ 8,419	\$ 8,681	\$ 8,988	\$ 8,988	\$ 8,988
Grades 7-8	\$	8,050	\$ 8,050	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,254	\$ 9,254
Grades 9-12	\$	9,329	\$ 9,329	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,724	\$ 10,724
Prorated Grade Span Adjustment									
Grades TK-3	\$	801	\$ 801	\$ 842	\$ 863	\$ 889	\$ 921	\$ 921	\$ 921
Grades 9-12	\$	243	\$ 243	\$ 255	\$ 261	\$ 269	\$ 279	\$ 279	\$ 279
Supplemental Grant									
Maximum - 1.00 ADA, 100% UPP		20%	20%	20%	20%	20%	20%	20%	20%
Grades TK-3	\$	1,701	\$ 1,701	\$ 1,787	\$ 1,831	\$ 1,888	\$ 1,955	\$ 1,955	\$ 1,955
Grades 4-6	\$	1,564	\$ 1,564	\$ 1,643	\$ 1,684	\$ 1,736	\$ 1,798	\$ 1,798	\$ 1,798
Grades 7-8	\$	1,610	\$ 1,610	\$ 1,692	\$ 1,734	\$ 1,788	\$ 1,851	\$ 1,851	\$ 1,851
Grades 9-12	\$	1,914	\$ 1,914	\$ 2,011	\$ 2,061	\$ 2,125	\$ 2,201	\$ 2,201	\$ 2,201
Actual - 1.00 ADA, Local UPP as follows:									
Grades TK-3	\$	-	\$ -	\$ 1,608	\$ 1,648	\$ 1,699	\$ -	\$ -	\$ -
Grades 4-6	\$	-	\$ -	\$ 1,479	\$ 1,515	\$ 1,563	\$ -	\$ -	\$ -
Grades 7-8	\$	-	\$ -	\$ 1,522	\$ 1,560	\$ 1,609	\$ -	\$ -	\$ -
Grades 9-12	\$	-	\$ -	\$ 1,810	\$ 1,855	\$ 1,913	\$ -	\$ -	\$ -
Concentration Grant (>55% population)									
Maximum - 1.00 ADA, 100% UPP		50%	50%	65%	65%	65%	65%	65%	65%
Grades TK-3	\$	4,252	\$ 4,252	\$ 5,808	\$ 5,952	\$ 6,137	\$ 6,354	\$ 6,354	\$ 6,354
Grades 4-6	\$	3,909	\$ 3,909	\$ 5,340	\$ 5,472	\$ 5,643	\$ 5,842	\$ 5,842	\$ 5,842
Grades 7-8	\$	4,025	\$ 4,025	\$ 5,498	\$ 5,634	\$ 5,810	\$ 6,015	\$ 6,015	\$ 6,015
Grades 9-12	\$	4,786	\$ 4,786	\$ 6,537	\$ 6,699	\$ 6,907	\$ 7,152	\$ 7,152	\$ 7,152
Actual - 1.00 ADA, Local UPP >55% as follows:									
Grades TK-3	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -