

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Caliber: ChangeMakers Academy
Address	500 Oregon Street Vallejo, CA 94590
County-District-School (CDS) Code	48-70581-0134262
Principal	Ms. Rachael Weingarten y Ms. Nenji Yilpet
District Name	Caliber: ChangeMakers Academy
SPSA Revision Date	2018-19 School Year
Schoolsite Council (SSC) Approval Date	October 17, 2018
Local Board Approval Date	December 3, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission Statement - Caliber's Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

Vision Statement - Caliber's Vision is rooted in student outcomes because we are an organization that puts students first. Caliber's vision is to develop each student's social-emotional abilities (HEART), which enables students to create a strong sense of self and sustain meaningful and healthy relationships. That social-emotional foundation enables all students to obtain the knowledge (SMART) and critical thinking skills (THINK) necessary to advocate (ACT) for themselves and the issues impacting them and their community.

We live out (HEART) through a robust social-emotional learning curriculum, the explicit tracking and measuring of social-emotional competencies, an ability-based response to behavior, and school-wide restorative mindsets and practices. We strengthen both (SMART) and (THINK) through a curriculum that's aligned to rigorous standards, and inquiry-based approach to instruction, differentiated practice, and coaching for all of our staff. Lastly, teach our students to (ACT) on their beliefs and ideas through projects that drive both awareness and action.

School Profile

Physical Address - 500 Oregon Street, Vallejo, CA 94590

Targeted School Populations - During the 2018-19 school year, Caliber: ChangeMakers Academy, will serve approximately 700 students in grades TK-8.

Caliber: ChangeMakers Academy is designed to serve students who would be at risk of achieving below basic proficiency on state exams. Caliber: ChangeMakers Academy will attract children of parents who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of Caliber: ChangeMakers Academy.

Caliber: ChangeMakers Academy strives to create a school that is reflective of the communities in which we reside. This includes a diverse student body that has significant representation in the following subgroups.

- Academically Low Achieving Students: A majority of our students are performing significantly below grade level when they first come to the school.
- Economically Disadvantaged Students: Roughly 70% of our students qualify for free or reduced lunch.
- English Language Learners: Roughly 17% of our students are identified as English Learners.
- Special Education Students: The percentage of our student population that is eligible for special education services is consistent with the special education population in our surrounding district.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA builds upon the lengthy process that the school undertook in creating its LCAP goals, outcomes, actions, and expenditures for the 2018-19 school year. That process deliberately included the Federal spending that the school anticipated receiving at that time. The major opportunities for various stakeholders to be involved in the LCAP review and analysis process are below:

- Mid-year parent survey administered in December
- 4 total SSC committee meetings throughout the school year
- Monthly Parent Council Meetings
- Student and teacher survey administered in several times throughout the year
- Teacher focus groups led by an external facilitator
- LCAP town hall held in May

- Administrative team review of interim assessment and mid-year student performance data

In addition, the Caliber: ChangeMakers Academy SSC played a specific role in developing plans for Federal funds, including this SPSA. The SSC meets periodically throughout each year with each SSC meeting having specific goals. The pertinent SSC meetings that discussed the LCAP and SPSA include the following:

- April 12, 2017 to review progress on LCAP goals
- June 7, 2017 to discuss Single School District Plan and Approve Title I, II, III spending; approval of LCAP
- December 6, 2017 to provide LCAP update
- May 2, 2018 to provide proposal on LCAP

- [October 17, 2018] to review this SPSA and vote on approval - TBD

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.0%	0%		0	0
African American	%	28.1%	30.49%		86	150
Asian	%	1.3%	0.81%		4	4
Filipino	%	8.2%	9.55%		25	47
Hispanic/Latino	%	44.8%	42.68%		137	210
Pacific Islander	%	0.0%	0.41%		0	2
White	%	8.5%	7.93%		26	39
Multiple/No Response	%	0.0%	0.41%		0	2
Total Enrollment					306	492

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		110	111
Grade 1		50	100
Grade 2		47	50
Grade 3		50	50
Grade 4			52
Grade 5			0
Grade 6		49	73
Grade 7			56
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		306	492

Conclusions based on this data:

1. ChangeMakers Academy is meeting its enrollment goals and attracting a diverse student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		58	85		19.0%	17.3%
Fluent English Proficient (FEP)		27	49		8.8%	10.0%
Reclassified Fluent English Proficient					0.0%	0

Conclusions based on this data:

1. ChangeMakers Academy has a substantial number of ELs that will need specific supports. This will be the focus of the school's Title III program and funding.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	44	47	N/A	44	47	N/A	44	47	N/A	100	100
Grade 4	N/A	N/A	51	N/A	N/A	51	N/A	N/A	51	N/A	N/A	100
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	45	70	N/A	45	70	N/A	45	70	N/A	100	100
Grade 7	N/A	N/A	54	N/A	N/A	53	N/A	N/A	53	N/A	N/A	98.1
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	89	222	N/A	89	221	N/A	89	221	N/A	100	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	2392.	2426.	N/A	6.82	27.66	N/A	25.00	23.40	N/A	34.09	25.53	N/A	34.09	23.40
Grade 4	N/A	N/A	2476.	N/A	N/A	19.61	N/A	N/A	39.22	N/A	N/A	19.61	N/A	N/A	21.57
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	2556.	2517.	N/A	24.44	14.29	N/A	37.78	27.14	N/A	28.89	34.29	N/A	8.89	24.29
Grade 7	N/A	N/A	2549.	N/A	N/A	18.87	N/A	N/A	30.19	N/A	N/A	32.08	N/A	N/A	18.87
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	N/A	N/A	N/A	15.73	19.46	N/A	31.46	29.86	N/A	31.46	28.51	N/A	21.35	22.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	6.82	17.02	N/A	45.45	51.06	N/A	47.73	31.91
Grade 4	N/A	N/A	13.73	N/A	N/A	66.67	N/A	N/A	19.61
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	24.44	18.57	N/A	55.56	44.29	N/A	20.00	37.14
Grade 7	N/A	N/A	22.64	N/A	N/A	47.17	N/A	N/A	30.19
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	15.73	18.10	N/A	50.56	51.58	N/A	33.71	30.32

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	9.09	21.28	N/A	59.09	46.81	N/A	31.82	31.91
Grade 4	N/A	N/A	27.45	N/A	N/A	54.90	N/A	N/A	17.65
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	31.11	22.86	N/A	57.78	45.71	N/A	11.11	31.43
Grade 7	N/A	N/A	20.75	N/A	N/A	56.60	N/A	N/A	22.64
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	20.22	23.08	N/A	58.43	50.68	N/A	21.35	26.24

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	2.27	21.28	N/A	77.27	63.83	N/A	20.45	14.89
Grade 4	N/A	N/A	25.49	N/A	N/A	64.71	N/A	N/A	9.80
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	22.22	12.86	N/A	71.11	70.00	N/A	6.67	17.14
Grade 7	N/A	N/A	13.21	N/A	N/A	75.47	N/A	N/A	11.32
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	12.36	17.65	N/A	74.16	68.78	N/A	13.48	13.57

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	27.27	36.17	N/A	40.91	36.17	N/A	31.82	27.66
Grade 4	N/A	N/A	23.53	N/A	N/A	56.86	N/A	N/A	19.61
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	44.44	25.71	N/A	46.67	54.29	N/A	8.89	20.00
Grade 7	N/A	N/A	33.96	N/A	N/A	50.94	N/A	N/A	15.09
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	35.96	29.41	N/A	43.82	50.23	N/A	20.22	20.36

Conclusions based on this data:

1. ChangeMakers is significantly outperforming VCUSD in reading. 49% of CMA students met or exceeded reading standards on the CAASPP. This is 2% higher than in 2016-17 and higher than our surrounding District (VCUSD). This is a source of strength that we should continue to emphasize and support.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	44	47	N/A	44	47	N/A	44	47	N/A	100	100
Grade 4	N/A	N/A	51	N/A	N/A	51	N/A	N/A	51	N/A	N/A	100
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	45	70	N/A	45	70	N/A	45	70	N/A	100	100
Grade 7	N/A	N/A	54	N/A	N/A	54	N/A	N/A	54	N/A	N/A	100
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	89	222	N/A	89	222	N/A	89	222	N/A	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	2394.	2428.	N/A	2.27	12.77	N/A	29.55	36.17	N/A	27.27	34.04	N/A	40.91	17.02
Grade 4	N/A	N/A	2461.	N/A	N/A	7.84	N/A	N/A	27.45	N/A	N/A	41.18	N/A	N/A	23.53
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	2529.	2493.	N/A	15.56	7.14	N/A	15.56	27.14	N/A	37.78	24.29	N/A	31.11	41.43
Grade 7	N/A	N/A	2536.	N/A	N/A	22.22	N/A	N/A	14.81	N/A	N/A	33.33	N/A	N/A	29.63
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	N/A	N/A	N/A	8.99	12.16	N/A	22.47	26.13	N/A	32.58	32.43	N/A	35.96	29.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	4.55	31.91	N/A	40.91	44.68	N/A	54.55	23.40
Grade 4	N/A	N/A	27.45	N/A	N/A	33.33	N/A	N/A	39.22
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	17.78	14.29	N/A	33.33	32.86	N/A	48.89	52.86
Grade 7	N/A	N/A	25.93	N/A	N/A	33.33	N/A	N/A	40.74
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	11.24	23.87	N/A	37.08	35.59	N/A	51.69	40.54

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	18.18	14.89	N/A	50.00	70.21	N/A	31.82	14.89
Grade 4	N/A	N/A	13.73	N/A	N/A	49.02	N/A	N/A	37.25
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	20.00	11.43	N/A	46.67	38.57	N/A	33.33	50.00
Grade 7	N/A	N/A	20.37	N/A	N/A	46.30	N/A	N/A	33.33
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	19.10	14.86	N/A	48.31	49.55	N/A	32.58	35.59

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	N/A	9.09	25.53	N/A	52.27	55.32	N/A	38.64	19.15
Grade 4	N/A	N/A	13.73	N/A	N/A	56.86	N/A	N/A	29.41
Grade 5	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 6	N/A	24.44	12.86	N/A	46.67	48.57	N/A	28.89	38.57
Grade 7	N/A	N/A	16.67	N/A	N/A	61.11	N/A	N/A	22.22
Grade 8	N/A	N/A		N/A	N/A		N/A	N/A	
Grade 11	N/A	N/A		N/A	N/A		N/A	N/A	
All Grades	N/A	16.85	16.67	N/A	49.44	54.95	N/A	33.71	28.38

Conclusions based on this data:

1. ChangeMakers is outperforming VCUSD results in math, though not by as wide a margin as in reading. 38% of CMA students met or exceeded reading standards on the CAASPP, which is lower than our results in Reading. This is 7% higher than our results in 2016-17 and higher than our surrounding District (VCUSD). This is an area we should emphasize and support.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Teacher Development

Goal Statement

Caliber will support teachers and staff in becoming effective educational leaders.

LCAP Goal

LCAP Goal #1 - Caliber will support teachers and staff in becoming effective educational leaders.

Basis for this Goal

Caliber needs to attract and retain highly qualified teachers and help them develop their craft

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher retention rate	64%	Achieve and maintain a rate of 75% or above
Teacher certification & assignment	100% of teachers certified or in process of completing certification	100% of teachers certified or in process of completing certification
Teacher evaluation of PD as useful for their teaching	80% of staff members reported that summer PD was useful	At least a majority of teachers agree
Frequency of teacher observations & feedback	Bi-weekly on average	At least bi-weekly

Planned Strategies/Activities

Strategy/Activity 1

Provide regular PD opportunities for teachers, including weekly in-house PD, as well as opportunities for teachers to participate in external PD

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the Year

Person(s) Responsible

School Leaders, Assistant Principals, & Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	18,605
Source	Title II
Budget Reference	Professional Development
Description	Professional Development

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Achievement

Goal Statement

Caliber will ensure that all students are on grade level to enter high school ready to complete A-G requirements and be academically ready for college

LCAP Goal

LCAP Goal #3 - Caliber will ensure that all students are on grade level to be academically ready for college

Basis for this Goal

Caliber students need to be at or above grade level in core subjects with curriculum aligned to the common core standards so they can enter high school prepared to complete all their A-G requirements for college readiness.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
% of students who meet or exceed SBAC standards after nearly meeting or not meeting the prior year.	22% of students who did not meet or nearly met standards in reading or math in 2016-17 met or exceeded the standards in 2017-18	At least 5% of students who fell into the "nearly met" or "did not meet" on SBAC standard in the prior year will fall into the "met" or "exceed" standards in the current year
Use of common core aligned curriculum.	Common core aligned curriculum used	Common core aligned curriculum used

Planned Strategies/Activities

Strategy/Activity 1

Hire instructional assistants to support teachers in improving the academic proficiency of students who are at risk of not meeting state standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year

Person(s) Responsible

School Leaders

Proposed Expenditures for this Strategy/Activity

Amount	133,994
Source	Title I
Budget Reference	Teacher Aides Compensation & Benefits
Description	Teachers Aides Compensation & Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

EL Academic Achievement, Reclassification, and Monitoring

Goal Statement

Caliber will meet the English language development needs of EL student to ensure college readiness.

LCAP Goal

LCAP Goal #5 - Caliber will meet the English language development needs of EL student to ensure college readiness.

Basis for this Goal

Caliber EL students' levels of English proficiency impacts attainment of their academic and other learning goals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EL reclassification rate	39% of students were reclassified	At least 10% of ELs will be reclassified
Reclassified student follow-up	All reclassified students receive follow-up	100% of reclassified students will receive quarterly review

Planned Strategies/Activities

Strategy/Activity 1

PD for teachers and school leaders in second language acquisition & effective EL pedagogy

Students to be Served by this Strategy/Activity

EL Students

Timeline

Throughout the School Year

Person(s) Responsible

School Leaders & Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Professional Development

Strategy/Activity 2

Supplemental instructional materials for intensive instruction in English Language Development (beyond what are used for core ELD instruction)

Students to be Served by this Strategy/Activity

EL Students

Timeline

Throughout the year

Person(s) Responsible

School Leaders

Proposed Expenditures for this Strategy/Activity

Amount

8,419

Source

Title III

Budget Reference

ELL Materials

Description

EL Materials

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

LCAP Goal #1 - Caliber will support teachers and staff in becoming effective educational leaders.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher retention rate	75%	64%
Teacher certification & assignment	100%	100% certificated or in the process of receiving certification
Teacher evaluation of PD as useful for their teaching	Majority of teachers agree	80% of staff members reported that summer PD was useful
Frequency of teacher observations & feedback	Bi-weekly on average	At least bi-weekly

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Weekly Professional Development sessions	Professional development sessions were held each week on early dismissal days	Professional Development Professional Development Title II 15000	Professional Development Professional Development Title II 19700

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The school leadership team created a professional development (PD) calendar that aligned with the school strategic plan. PD sessions were held in a variety of forms to account for differentiation, including professional learning communities, grade level team meetings, and whole-school meetings. The PD sessions were led by members of the school leadership team, teacher leaders, and external partners such as Teaching Well, Nicola Hodkowski (a math consultant from the University of Colorado), and Relay. Regular surveys were conducted to gather feedback. The school leadership team would regularly update and adjust PD based on observations, walkthroughs, and feedback.

At the beginning of the year, teachers were assigned coaches. Coaches included school leaders, teacher leaders, and senior organizational leaders to help set-up a coaching ratio that would allow for biweekly observations. The coaches were then provided information or trained on the coaching expectations, teaching rubric, note-taking, feedback, and communication methods. Coaches met with teachers to create a learning plan. The observations and debriefs were scheduled for consistency. The leadership team used an observation and feedback software, Whetstone, to collect observation notes and feedback, while also tracking the observations. The feedback was shared with teachers in the debrief and software internal email system.

The school partnered with an external organization, Teaching Well, which provides professional development mentoring, and support to teachers. The training focus was maintaining a work-life balance, managing stress, understanding the impact of trauma, developing emotional intelligence, all in geared towards creating sustainable practices. Also, a mid-year and end of year survey were conducted in staff interviews to determine positive and negative trends related to creating a sustainable work environment.

The school leadership team also provided training on restorative practices and mindfulness that directly connected to maintaining sustainable practices. Teachers and administrators participated in outside PD opportunities that included Common Core content, equity practices, innovative practices, and site visits. Opportunities were sourced from relationships with partner organizations and professional businesses. Opportunities to attend were determined by staff request and input from the school leadership team.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the level of teacher retention and satisfaction noted above, we believe that the strategies and activities identified in the plan have been effective and we plan to continue them.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Because our Title II funding was slightly higher than originally anticipated, it covered more professional development.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal that Caliber would support teachers and staff in becoming effective educational leaders will remain consistent as we are deeply committed to teacher development and effectiveness. We believe it is a key lever in increasing student achievement. The action and services will also remain in place as teacher retention, credentialing, professional development, coaching, and sustainability are main drivers in supporting teacher effectiveness.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

LCAP Goal #3 - Caliber will ensure that all students are on grade level to be academically ready for college by the time they leave high school

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
% of students who meet or exceed SBAC standards after nearly meeting or not meeting the prior year.	At least 5% of students who nearly met standard or did not meet standard in one year will meet or exceed standards in the following year	22% of students who did not meet or nearly met standards in reading or math in 2016-17 met or exceeded the standards in 2017-18

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Hire Instructional Assistants	Hired Instructional Assistants	Teacher Aides Compensation & Benefits Teacher Aides Compensation & Benefits Title I 120000	Teacher Aides Compensation & Benefits Teacher Aides Compensation & Benefits Title I 155060

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Classroom teacher aides worked with classroom teachers to determine, plan, implement, and assess supports for students. A major focus was on improving the ELA proficiency of our students who were at risk of not meeting state standards. Techniques included support with phonics, phonemic awareness, reteaching content, and providing additional reading instruction. Student progress was tracked through interim assessments, measures of academic progress (MAP), reading assessments, and bi-weekly assessments. This data was used to help inform and guide instruction, including instructional support provided by classroom aides.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The SBAC results noted above demonstrate the effectiveness of the strategies that ChangeMakers is employing to achieve our academic goals. ChangeMakers students outperformed the Vallejo City Unified School District as a whole in both ELA and Math, with higher proportions of our students meeting or exceeding standards on the CAASPP. The school believes that instructional assistants are critical to this continued success because they allow students to spend more time in small group instruction that is targeted at their appropriate content level.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Because our Title I funding was higher than originally anticipated, we were able to afford additional support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the goal to ensure all students are on grade level to be academically ready for college.

While we had a lot of success bringing 22% students up to SBAC proficiency in 2017-18, we are uncomfortable counting on that same level of increase each year. As a result, we will keep our expected outcome for 2018-19 to be that we will bring 5% of non-proficient students into proficiency and we will revisit this expected outcome in future planning cycles.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

LCAP Goal #5 - Caliber will meet the English language development needs of EL student to ensure college readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
EL reclassification rate	10% of ELs will be reclassified	39% of ELs were reclassified
Reclassified student follow-up	100% of reclassified students will receive quarterly review	100% received quarterly review

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD for teachers in EL strategies & reclassification	PD was conducted	Professional Development Professional Development General Fund 0	Professional Development Professional Development General Fund 0
instructional support for EL students in content areas	We provided reading materials for EL students in their content classrooms	EL Materials ELL Materials Title III 7500	EL Materials ELL Materials Title III 9217

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Several information sessions were held for parents and teachers to assist with understanding the reclassification criteria, process, and assessments. Parents were engaged through several formats, including in-person meetings and in the planning of the reclassification ceremony. Some professional development (PD) opportunities were held around high-quality English Learner (EL) pedagogy and second language acquisition, specifically how to use SADIe strategies and how to integrate vocabulary flashcards across multiple disciplines. The use of small group instruction and our rotation/blended learning model PD was provided as a way to target instruction to student need and provide ELs additional support in content areas. The Leveled Literacy Intervention program was purchased and implemented in many classrooms which specifically targeted reading and language acquisition. This program is designed for students who need additional support in language development. Interim assessments were administered to students to gauge their language development. Lastly, we held multiple 1:1 conferences with parents designed to learn about their needs in supporting their child's language development and designed to offer strategies and supports for them to take home and use to reinforce the work happening at school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, our ability to identify, support, and reclassify ELs significantly improved this year, substantially outperforming our goal of 10% of ELs being reclassified (39% total). We believe this is a direct result of the interventions and strategies described above, coupled with the amplifying impact of students being enrolled in a high-quality literacy program for multiple years. An effect we were not able to see last year since it was our founding year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Given the success we saw this year, we do not anticipate any major changes at the school level. However, our School Support Organization team has hired a Director of Teaching and Learning that will be responsible for coaching school leaders on specific, high-leverage strategies to support EL students. Centralizing this responsibility in our network enables us to capture and codify the work happening across our school to better ensure ongoing growth and performance for years to come.

While we saw very strong EL reclassification rates in 2017-18, we are not yet comfortable setting this as an on-going benchmark for success. As such, we will retain our expected outcome of reclassifying 10% of ELs for another year and revisit whether the expected outcome should be adjusted in future years.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	161,018
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	161,018

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	133,994	0.00
Title II	18,605	0.00
Title III	8,419	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Teacher Aides Compensation & Benefits	Title I	133,994.00
Professional Development	Title II	18,605.00
ELL Materials	Title III	8,419.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rachael Weingarten, Co-School Leader	Principal
Nenji Yilpet, Co-School Leader	Other School Staff
Antoine Francois, Chair	Parent or Community Member
Chris Rodriguez, Vice Chair	Parent or Community Member
Danielle Cochran, Secretary	Parent or Community Member
Noah Dove, Parliamentarian	Parent or Community Member
Maria Alcaron	Parent or Community Member
Katelyn Mamizuka	Classroom Teacher
Liz Niehaus	Classroom Teacher
Michelle Garcia	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


Committee or Advisory Group Name
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 17, 2018.

Attested:

 *Rachael Weingarten*
 *Nenji Yilpet*

Principal, Ms. Rachael Weingarten y Ms. Nenji Yilpet on 12/3/18

SSC Chairperson, Antoine Francois on 12/5/18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program