



Caliber: ChangeMakers Academy

For a term of July 1, 2021 – June 30, 2026

Submitted to the Vallejo City Unified School District

October 7, 2020

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Section 1: Affirmations and Declaration

As the authorized lead petitioner, I, Terence Johnson, hereby certify that the information submitted in this renewal petition for a California public charter school named Caliber: ChangeMakers Academy (“ChangeMakers” or the “Charter School”), operated by Caliber Public Schools (“Caliber”), located within the boundaries of and authorized by the Vallejo City Unified School District (the “District” or “VCUSD”) is true to the best of my knowledge and belief. I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Caliber Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment as [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School will, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.



Terence Johnson

Date: 10/7/20

Chief Executive Officer
Caliber Public Schools

Section 2: Introduction

Caliber: ChangeMakers Academy is a public, non-profit, non-selective charter school in Vallejo, California. ChangeMakers features a program serving students in grades TK-8. ChangeMakers is operated by Caliber Public Schools, a public, non-profit charter management organization that also operates a charter school in Richmond, California. The mission of Caliber Public Schools 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.

Caliber Public Schools' vision is to develop each student's social-emotional abilities (HEART), allowing students to have strong self-esteem and sustain meaningful and healthy relationships. That social-emotional foundation enables all students to acquire the knowledge (SMART) and critical thinking skills (THINK) necessary to advocate for themselves and the issues that impact them and their community (ACT). We call these our Four Pillars.

Over 95% of ChangeMakers students live in the District. In 2019-20, ChangeMakers' student body reflected the District as a whole: 45% of students were Latino, 26% were African American, and 11.6% were eligible for Special Education and related services. Our proportion of economically disadvantaged students (64%) was lower than the District's (72%), in response to which ChangeMakers filed, and the District Board approved, a material revision to our charter, amending enrollment lottery preferences to ensure that the Charter School's student population would better represent that of the Vallejo community as a whole. As a result of applying that modified preference to our 2020 lottery, the percentage of the school's students who are socioeconomically disadvantaged in 2020-21 has increased to 70%.

Section 3: Successes and Accomplishments of the Initial Charter Term: 2016-21

We are proud of our accomplishments over the past four years. We consistently have been a top performer amongst the public schools in Vallejo. We believe that our success is due to Caliber's commitment to our Four Pillars of HEART, SMART, THINK, and ACT.

Below are examples of how these pillars impact our students' and staffs' daily lives at Changemakers:

HEART:

- We have daily explicit Social Emotional Learning programming ("SEL") that is integrated throughout the school day.
- To the greatest extent possible, we have an inclusion model for Special Education program.
- We utilize Restorative Practices as our approach to supporting all of our students when there is conflict or harm is done. As a result, we have far below average levels of suspensions and disciplinary issues, recording less than five suspensions during our entire charter term to date.
- We receive strong feedback from students and families related to our staff relationships with students and families. We have strong communication between the school and the home, as evidenced by parents' understanding of their children's progress against state standards, parental volunteering, and parental attendance at celebratory activities. We partner with families so they can showcase their expertise and knowledge to our staff and students so that the school community can learn from their professional and cultural experiences.

SMART:

- We have a rigorous academic program that focuses on differentiation and feedback for our students. This has resulted in strong academic results in State tests and progress measures such as NWEA MAP testing.
- We are performing among the top schools in the District (significantly exceeding the VCUSD average) on key academic indicators, including proficiency on Statewide tests.
- We have exceeded District, County, and Statewide averages in results for our high priority, underserved populations.
- We utilize data-driven instruction and mastery tracking to ascertain what our students have internalized and what we will teach next.

THINK:

- We offer a broad and deep program that goes beyond the core academic subjects. It includes our students taking an in-depth look at their own identity and the identity of others to learn from and with their peers.
- Students use their knowledge and academic understanding across all content areas. Students are able to analyze and critically think about text and literature to support their understanding of their community and beyond.
- We have a strong Computer Science curriculum that is preparing our students for the challenging tech-centered world we live in today.

ACT:

- We have a deep belief that our staff needs to exercise self-reflection and understand who they

are as individuals in order to respond equitably to their students.

- We have a deep and continuous commitment to equity, as evident in our curriculum (culturally responsive texts), staff training (unpacking implicit bias), and other school activities, such as inviting families to learn from their experiences during the heritage months.
- We believe that our staff must hold high expectations for our students' academic achievement and teach grade-level based state standards to prepare them for tomorrow's workforce.

The following sections provide more detail on these and many other accomplishments over the past four years since ChangeMakers opened its doors in August 2016.

Section 3.1: Strong Academic Results

ChangeMakers Academy consistently has been one of the highest performing schools in Vallejo, both in English Language Arts ("ELA") and Math.

In ELA, ChangeMakers was the top performer in the District in our first year of operations (2016-17), with 49% of students demonstrating proficiency¹ compared to the VCUSD average of 30%. In 2017-18, despite doubling our number of students in one year, our ELA proficiency rate remained at 49% while the VCUSD average was 30%. In 2018-19, when we again nearly doubled our student body, our ELA proficiency rates declined slightly to 45% but continued to outperform every school in the District except one (the District average was 30%). In 2019-20, despite not having the opportunity to administer CAASPP due to COVID-19, Interim Comprehensive Assessment (ICA) results showed 49% of students meeting or exceeding proficiency in ELA, a level that was similar to our performance in 2016-17 and 2017-18.

In Math, ChangeMakers also ranked among the highest performing schools in Vallejo. In our first year, 31% of students at ChangeMakers were proficient in Mathematics compared to 20% at VCUSD. ChangeMakers outperforming all but two District schools. In 2017-18, we outperformed 17 out of 18 VCUSD schools with 38% proficiency compared to VCUSD's average of 20%. In 2018-19, we experienced a decline in proficiency to 27%, but we still outperformed 13 out of 18 VCUSD schools the VCUSD average was 20%). In 2019-20, ICA results in Math showed promise of a return to our previous performance levels, with 31% of students meeting or exceeding proficiency.

When we reflected on our decrease in proficiency from 2017-18 to 2018-19, we identified two contributing factors. 2018-19 was the first year we were serving all grades from TK-8 at scale, and we realized in hindsight that we lacked the depth of math content specificity and continuity across all grades. To address this, we split the Charter School into a program for students in grades 6 through 8 ("ChangeMakers Upper") and a program for students in grades transitional kindergarten through 5 ("ChangeMakers Lower"). We hired math content experts and implemented three academic priorities across the whole school: Standard-Aligned Planning, Mastery Tracking, and Response to Student Data (See details in Appendix 3-1).

The success of these initiatives is reflected in progress we made in 2019-20. Although CAASPP was not administered in 2020 due to COVID-19, we administered the Smarter Balanced Interim Comprehensive Assessment ("ICA"), which is directly aligned to Summative SBAC. that would otherwise have been

¹ For the purpose of data review, ChangeMakers considers students "proficient" when the student scores at the "Standard Met" or "Standard Exceeded" levels.

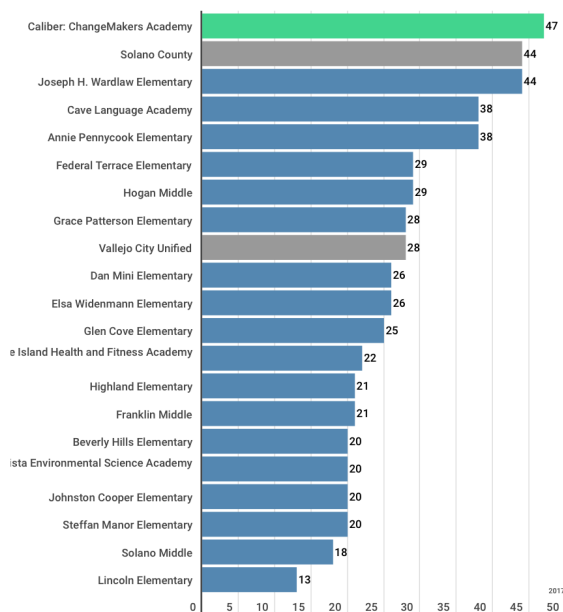
administered.² As noted above, our ELA proficiency in 2019-20 according to ICA scores was 49% (same as our first two years as one of the top two proficiencies in Vallejo), and our Math proficiency is 31% (same as our first year as one of the top three proficiency rates in Vallejo). These ICA results from the 2019-20 school year demonstrated significant growth from the Winter ICA from 2018-19 in Math (from 22% to 31%) and a maintenance of ELA performance (from 49% to 49%).

These ELA and Math ICA results demonstrate a return to our previous track record of success as one of the top performing schools in the District in terms of preparing our students to meet the State's challenging academic standards.

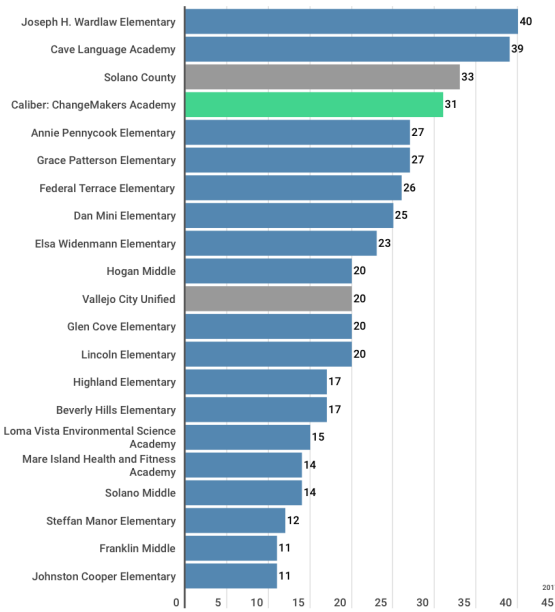
The following figures demonstrate Caliber: ChangeMakers Academy's performance in ELA and Math (in green) according to Summative SBAC results in the years since opening as compared to other schools in the District (each in blue), and the overall average from VCUSD and Solano County (in grey). Caliber: ChangeMakers has been among Vallejo's highest performing schools each year since opening.

Figure 3.1-1: ELA and Math Proficiency, 2016-17

% students proficient in ELA, 16-17



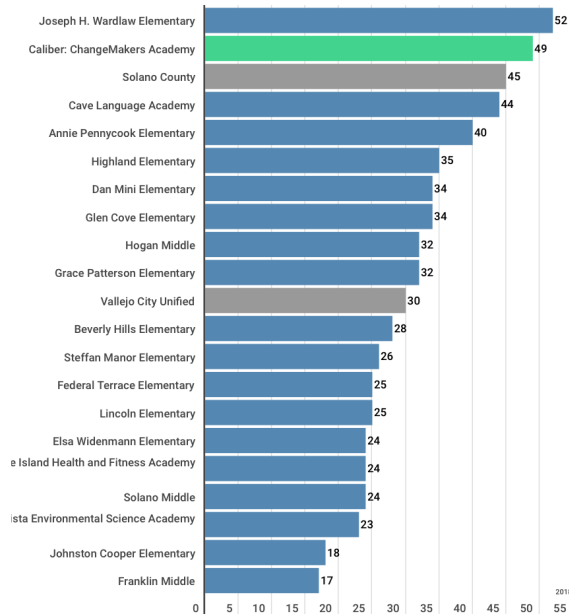
% students proficient in Math, 16-17



² According to the Smarter Balanced Assessment Consortium (SBAC), which would normally administer the end-of-year summative assessment, the ICAs "test the same content and report scores on the same scale as the summative assessments...test items are developed in the same way as those used for the summative assessments." For this reason, we view ICA data as a powerful indicator of future success on a summative SBAC assessment. See <http://www.smarterbalanced.org/assessments/interim-assessments/> for more details.

Figure 3.1-2: ELA and Math Proficiency, 2017-18

% students proficient in ELA, 17-18



% students proficient in Math, 17-18

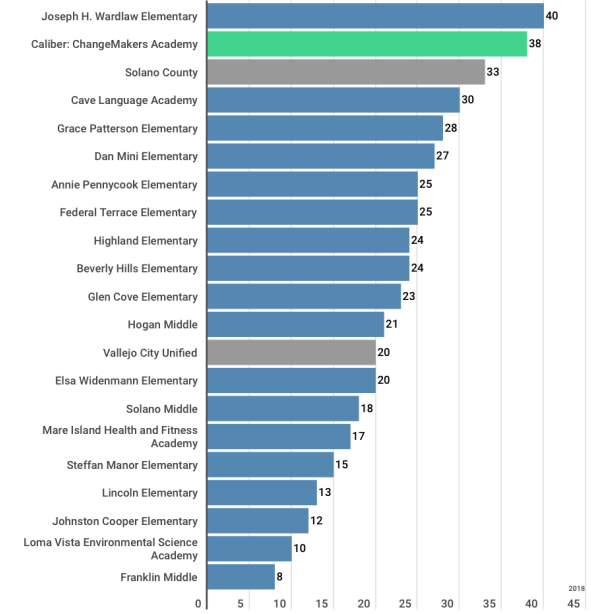
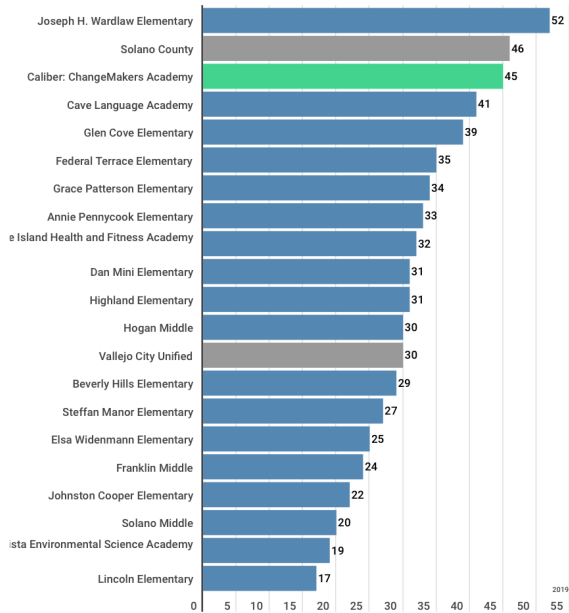
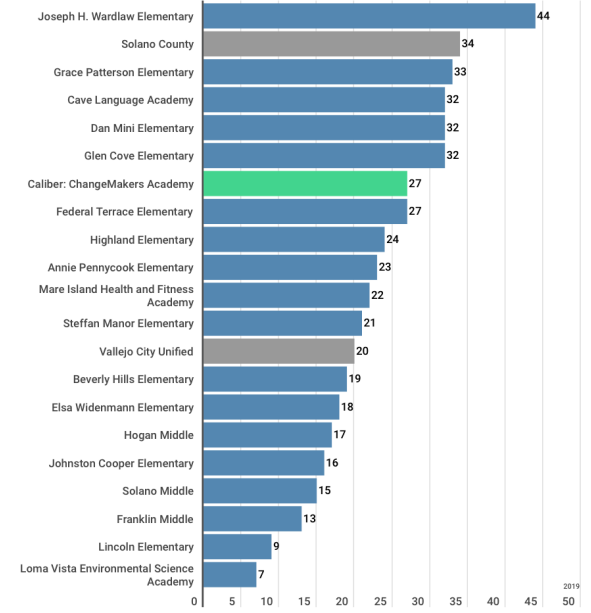


Figure 3.1-3: ELA and Math Proficiency, 2018-19

% students proficient in ELA, 18-19



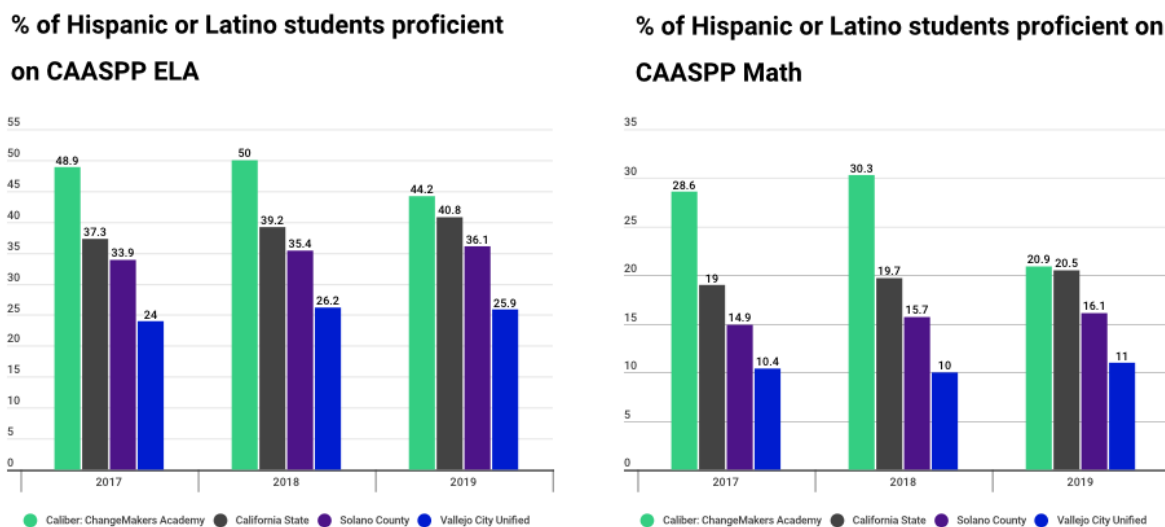
% students proficient in Math, 18-19



Section 3.2: Strong Academic Results for Historically Marginalized Demographic Subgroups

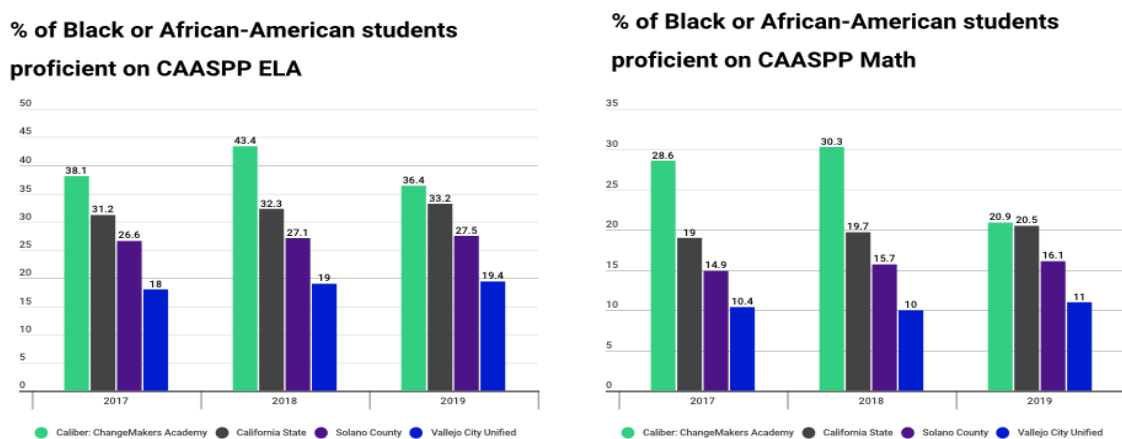
ChangeMakers has delivered strong academic results not only on an overall basis, but also among historically marginalized demographic subgroups of students. Students identified as Hispanic or Latino, or Black or African American, demonstrate higher levels of proficiency at ChangeMakers as compared to their peers at the District, County, and Statewide levels. The following figures demonstrate the percent of students at Caliber: ChangeMakers Academy identified as Hispanic or Latino, or as Black or African American who met or exceeded proficiency standards on CAASPP in the years since opening.

Figure 3.2-1: ELA and Math proficiency for students identified as Hispanic or Latino, 2016-19



According to the Smarter Balanced ICA scores for 2019-20, proficiency rates for students identified as Hispanic or Latino were 42.5% in ELA and 25.8% in Math.

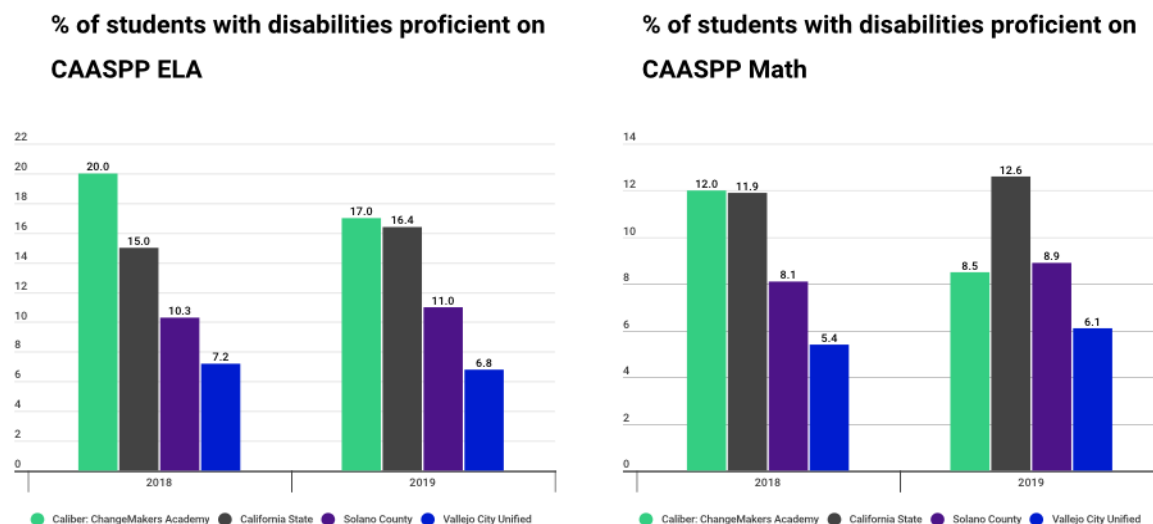
Figure 3.2-2: ELA and Math proficiency for students identified as Black or African American, 2016-19



According to the Smarter Balanced ICA scores for 2019-20, proficiency rates for students identified as Black or African-American were 46.7% in ELA and 28.2% in Math.

The trend is similar among students with disabilities. Students with IEPs are outperforming their peers at the District, County, and State in ELA, and the District in Math. CAASPP data for this subgroup was unavailable for 2016-17 due to the small size of the group.³

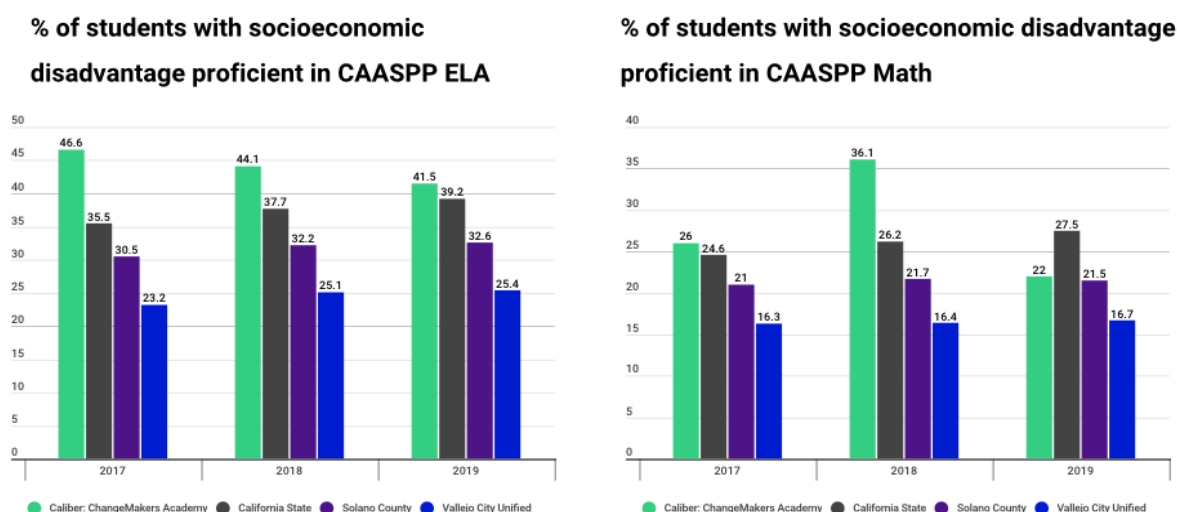
Figure 3.2-3: ELA and Math proficiency for students with disabilities



According to the Smarter Balanced ICA scores for 2019-20, proficiency for students with disabilities at ChangeMakers was 20.8% for ELA and 7.5% for Math, which continues to exceed the VCUSD average.

The trend is also similar among students identified as socioeconomically disadvantaged. On average, ChangeMakers students identified as economically disadvantaged outperformed their peers in the District, County, and State in ELA, and exceeded their peers in the District and County in Math.

Figure 3.2-4: ELA and Math proficiency for socioeconomically disadvantaged students, 2016-19



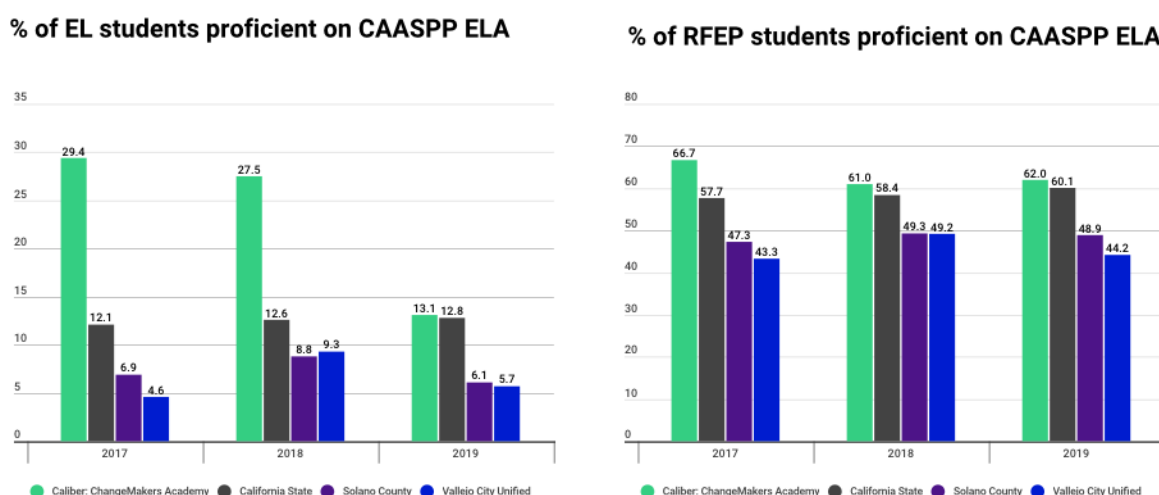
³ To protect student privacy, the CDE does not report test scores for any subgroup with fewer than 10 students.

According to the Smarter Balanced ICA scores for 2019-20, proficiency rates for students identified as socioeconomically disadvantaged were 44% in ELA and 29% in Math.

Section 3.3: Academic Achievement of English Learners

ChangeMakers students who have been identified as English Learners (“ELs”) are nearly twice as likely to be proficient in ELA as their peers in the District or County. Similarly, ChangeMakers students categorized as Reclassified Fluent English Proficient (“RFEP”) are nearly 1.5 times as likely to be proficient as their peers at the District or County. These same subgroups also outperformed their peers in Math:

Figure 3.3-1: ELA and Math proficiency for students who are English Language Learners or Reclassified English Proficient

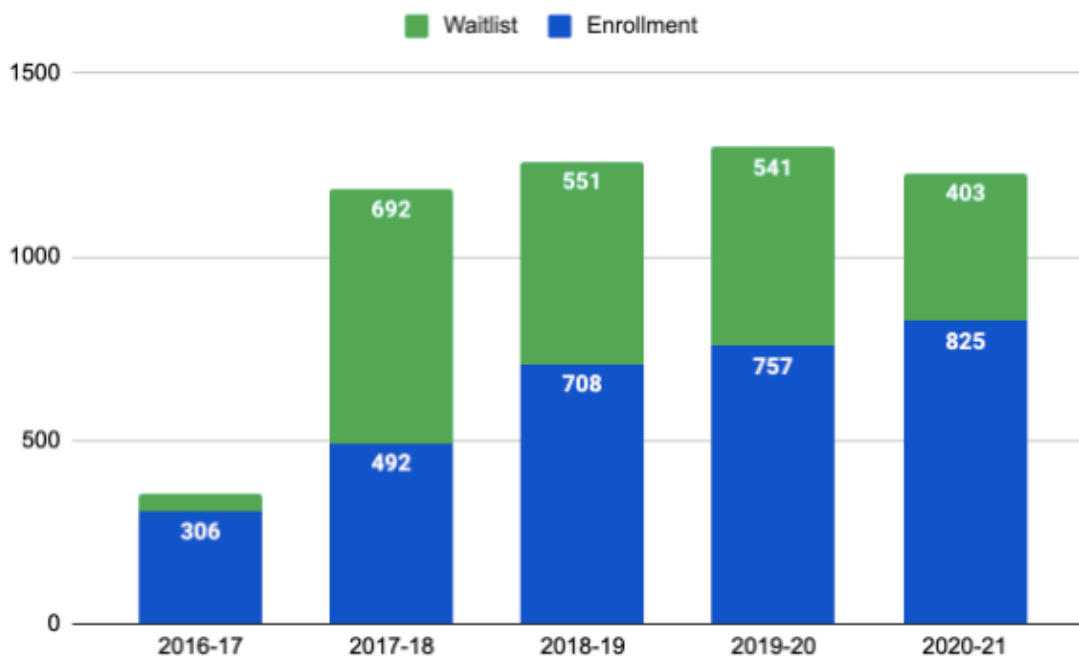


We attribute our success with English Learners to a number of our efforts to address their unique learning needs. During the 2019-20 academic year, ChangeMakers Academy adopted a holistic English Language Development model to better support English Learners in attaining English proficiency and accessing core instruction. Instructional Leaders redesigned master schedules to incorporate regular designated English Language Development (“ELD”) sessions, using the National Geographic Curriculum series, to drive designated ELD instruction. In addition, ChangeMakers Academy incorporated the ELD standards into all core literacy instruction to ensure an integrated ELD model of instruction. ChangeMakers Instructional Leaders adjusted instructional materials and tasks to address key ELD standards, and all ChangeMakers teachers and leaders received regular professional development focused on understanding, practicing, and executing Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Development (“GLAD”) strategies, including activating prior knowledge and cognitive content dictionaries.

Section 3.4: High Demand and Student Retention

ChangeMakers’ academic success and strong school culture have resulted in strong demand among students and families across Vallejo. ChangeMakers has been oversubscribed each year since its opening. We currently serve 814 students, and our waitlist has 403 students. Student retention rates have averaged 87% from year to year.

Figure 3.4-1: Enrollment and Waitlist since opening



Section 3.5: Deep Commitment to Social Emotional Learning, Mental Health, and Restorative Practices

Our academic results reflect an intentional commitment to serving the whole child. ChangeMakers students have daily community circle time to engage in SEL, build relationships, reflect, and celebrate their multiple identities. Built on the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) model for SEL, students develop skills that promote self-regulation, empathy, and conflict resolution. Teachers utilize the Toolbox and School-Connect SEL curricula. Students engage in community building by greeting each other every morning and sharing how they feel. We do this because a sense of belonging and understanding promotes safety and the ability to access academic material. In addition to this designated time for SEL and relationship building, staff integrate the social-emotional competencies throughout the school day by modeling strategies, promoting connection, and encouraging the use of SEL skills when students are faced with relational, behavioral, or academic challenges.

Our commitment to SEL is reflected in our staffing. ChangeMakers ensures that SEL is built into every part of the school day by employing a team of clinicians who train staff in teaching social-emotional skills and ensuring the quality of community circles. As our student population has grown, we have increased our number of in-house clinicians to four. Socio-emotional health promotion strategies reach the entire student body via circles. In addition, for those students who present with specific challenges related to trauma and mental health, the team of clinicians provides individual and group counseling services. We have also partnered with Solano County and A Better Way to increase our mental health supports for students and families. Clinicians meet with families regularly to discuss the best way to support their children socio-emotionally and academically. ChangeMakers has also added an in-house behavior

support specialist to the team to collaborate with the clinical and Special Education teams to provide comprehensive services to students with the highest academic, behavioral, and emotional needs.

ChangeMakers is committed to validating our students' ethnic/racial identities, and community circles at a time when students celebrate their own cultures, as well as learning from others. Student learning may center around themes of social justice, celebration of culture, and role models. Students in every grade complete a specific project that connects with the multiple identities represented in our community. For example, in the past, students have created individual Heritage Books that they completed via research and family interviews. In the 2019-2020 school year, students studied important individuals or aspects of different ethnic/racial groups and created projects about those topics. Students then presented their topics to families and other students in different grade levels. In addition to attending capstone events for these heritage projects, families are also invited into circles to share their traditions and culture to build even stronger connections between home and school. Students are invited to fully represent themselves at school in order to feel a sense of belonging and pride that enables them to be their best academically and as a whole.

ChangeMakers fully utilizes restorative justice and a logical consequence discipline system. When there has been community harm, the restorative steps that students must take include reflection on the harm caused and its impact on themselves and others. Students must also take responsibility and repair the harm with those impacted by wrong actions. These steps are often taken during non-academic time (such as recess), which serves as a logical consequence. Daily community circles are the foundation of restorative practice, but when students engage in conflict with each other, they resolve those conflicts with smaller "harm circles". Students also engage in restorative justice when they make poor choices and harm the community in some way. This might include reflecting on their actions, creating a presentation on why their choices were unhealthy or unsafe, and presenting that information to teachers and family members.

ChangeMakers staff have been selected to present on SEL and Restorative Practices at national conferences (such as the Advancing School Mental Health Conference and the National Social and Emotional Learning CPSEL Conference) and on educational podcasts (Leading Equity). ChangeMakers also has hosted school leaders from around the country who have visited to learn more about the ChangeMakers model and the SEL and Restorative Justice programming.

We believe that our commitment to SEL and mental health efforts provide material benefits to our academic program. It also has a positive impact on attendance, student absenteeism, suspensions, and expulsions.

Because of our robust SEL program, our suspension, expulsion, and middle school dropout rates remained at 0% in the 2018-19 school year, significantly lower than the VCUSD suspension rate of 9.1% and expulsion rate of 0.17% that same school year. Our chronic absenteeism rate in 18-19 was 13.2% -- a slight improvement from the previous years' 13.6% and significantly lower than VCUSD's K-8 absenteeism rate of 24.4%.

Finally, we reflect on our SEL practices and gather data through the School Climate and Culture Survey administered by the non-profits Panorama and Transforming Education. In 2018-19⁴, students rated us positively across virtually all categories including:

⁴ While we were unable to administer the survey in 2019-20 due to COVID-19, we have continued to receive positive feedback from families since the onset of the pandemic.

- Rigorous Expectations (question such as “When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?”)
- Cultural and linguistic competence (questions such as “People of different cultural backgrounds, races, or ethnicities get along well at this school?”)
- School Safety (questions such as “How likely is it that someone from your school will bully you online?”)
- Teacher-student relationships (questions such as “If you walked into class upset, how many of your teachers would be concerned?”)
- Learning Strategies (questions such as “How confident are you that you can choose an effective strategy to get your schoolwork done well?”)
- Sense of belonging (questions such as “how well do people at your school understand you as a person?”)

Section 3.6: TK-8 Computer Science Program

Computer Science is a cornerstone of the Caliber Public Schools philosophy for an education reimagined. The mission of the Caliber Computer Science Program is to build “a community of belonging that sees the creative designer, maker, and ethical digital participants within each of our Caliber students, so they become the leaders of a more just and equitable tomorrow.” Grounded in the Caliber Graduate Profile Pillars of Heart, Smart, Think, and Act, Computer Science begins in Transitional Kindergarten, and spans through 8th grade. All ChangeMakers students engage in Computer Science at least twice per week. Computer Science sessions are both rigorous and holistic, focusing on a wide range of topics that include: emotional intelligence, building empathy, reflection, technology literacy, media literacy, information literacy, long-term learning, creative thinking, critical thinking, community leadership, and using digital tools to research and convey ideas reflecting real-world problems. Courses include activities from coding, to robotics, to laboratory design-thinking, supporting students in building technological solutions to issues facing the Vallejo community and beyond.

Section 3.7: Enrichment is Part of Every Student’s Experience

All students, including Kindergarteners, have access to Science, Social Studies, and physical education. A project-based approach to Science and Social Studies allows students to consider the real-world applications of their learning. By using hands-on science labs (e.g., FOSS Kits in ChangeMakers Lower, and our science lab in ChangeMakers Upper) and Social Science investigations, students start with a deep problem and learn relevant information they need to solve the problem or complete the investigation rather than learning without understanding the context or relevance of the subject matter.

We offer physical education twice a week to all grades to develop their skills in games, teamwork, and cooperation.

We also offer music, and our students showcase their musical talents during the Winter and Spring performances. During music class, they learn the basics of music composition, rhythm, beats, and how to sing in unity.

Every student goes on field trips, and our middle schoolers have the opportunity to apply to attend an Act trip each year to engage in discussions around racial injustices in our society. Examples of previous Act trips include: a trip to Washington, DC in 2017 to participate in the Women’s March; a visit to Atlanta, Georgia and Montgomery, Alabama to learn about the history of slavery and racism in the

United States, and a trip to Tulsa, Oklahoma to learn about Black Wall Street and the history of Native Americans.

Section 3.8: Established Systems for Parent Communication, Governance, Oversight, and Input

ChangeMakers is committed to engaging parents as partners through communication, input, volunteering, and collaboration. We have a weekly family newsletter, called the SCRIPT, to ensure consistent communication. Every Thursday, the SCRIPT is emailed to families, uploaded to the website, and a hard copy is sent home (in English and Spanish). SCRIPT stands for the following for families:

S*upport*-Focus for the week as a school

C*ommunication*-Upcoming family events

R*esources*-Resources to help our families that are based around the Charter School focus/priorities

I*nspiration*-Quote of the week

P*rogress*-Focus on growth and where we are going

T*eam*-Pictures of students/celebration of learning, shout out to parent volunteers

A sample SCRIPT can be found in Appendix 3-2.

To facilitate family feedback and input into decision-making, ChangeMakers has a School Site Council (“SSC”) and an English Learner Advisory Committee (“ELAC”). The SSC is responsible for deciding how the Charter School spends its Title I, Title II, and Title III funds. It also provides feedback and guidance to school leadership around priorities and strategic plans. The ELAC advises school leadership on how to best serve the needs of its English Learner students. SSC meetings are open to any ChangeMakers parent/guardian for broader input, serving as a town hall forum for family input and oversight, and to provide a forum for a larger group of parents on issues such as Local Control and Accountability Plans (“LCAP”) and budgets. In addition, Caliber offers parents/guardians a session before each Caliber Public Schools Board meeting to review Board materials. Finally, ChangeMakers collects feedback from parents two times per year in a comprehensive family survey. Our success with parent engagement is consistently reflected in this survey. In our most recently survey (November 2019), 92% of families indicated they would recommend Caliber to other families, and 85% are satisfied with opportunities for family input.

ChangeMakers also has a Family Connection Committee (“FCC”), which is similar to a PTA. ChangeMakers families have partnered with staff to host annual Harvest Fairs, Scholastic Book Fairs, End of Year Carnivals, and other community building and fundraising events.

Since opening, the Caliber Board of Directors (“Board”) has expanded from three to seven members, including a parent representative. Caliber Board members bring expertise in teaching, school leadership, finance, law, operations, and fundraising. See Element D for details on the Caliber Board and Governance Structure.

Section 3.9: Substantial Fundraising for School Launch and Facility

Caliber has raised over \$4.7 million to support the launch and development of ChangeMakers, including a grant of \$575,000 from the Public Charter Schools Grant Program (“PCSGP”) and almost \$3 million to

support the construction and furnishing of our private facility. In addition, ChangeMakers has been the recipient of California After School Education and Safety (“ASES”) grant to serve approximately 100 students for after school enrichment and academic intervention. In the process, we have introduced many institutional and individual donors to the Vallejo community.

Section 3.10: Permanent, Private Facility for the Charter School

While ChangeMakers originally opened its doors in a facility provided by the VCUSD under Prop 39, Caliber was always committed to securing a private facility for the Charter School to limit its impact on scarce VCUSD facility and operations resources. In the fall of 2018, after a lengthy development process led by Caliber’s supporting organization, we were able to make this a reality. ChangeMakers Academy now occupies a private facility located at 500 Oregon Street. The facility was custom built to meet the programming needs of the Charter School and to conform to all applicable building codes for an educational facility serving our grade levels.

We were able to complete the project without requiring any funding or contribution from the District, and the ongoing operations of the facility will not require maintenance or support from the District.

ChangeMakers is deeply appreciative of the support it received from the City of Vallejo, our non-profit development and financing partners (Pacific Charter School Development and Equitable Facilities Fund), and our numerous private donors who made this project possible.

Section 3.11: Staff Culture & Feedback

At Caliber Schools, we believe that it is important for us to be both an excellent place to receive an education and an excellent place to work. We understand how important a strong team is to ensuring continuity of our programming, which is critical to student success. We have enjoyed low staff attrition from year to year and have seen steady growth over time in our staff retention rates. Teacher retention between the 2019-20 and 2020-21 school years was 84%, and overall staff retention was 87%.

Our staff retention model is dependent on providing robust coaching, support, and individualized development to our staff. In addition, we provide interested staff with mindfulness coaching through the Teaching Well, a Bay area non-profit, to help our teachers engage in sustainable self-care practices and process the demands of teaching. Lastly, we regularly solicit and respond to feedback from our teaching team. This has allowed us to keep attrition low and build community and momentum for our educational programming.

There are multiple ways ChangeMakers creates a positive culture and environment where feedback is regularly and consistently exchanged.

First, we have strong communication systems that take place through our weekly staff SCRIPT, which is emailed to staff every Friday of each week. SCRIPT, for employees, stands for:

S**upport**-Focus for the week

C**ommunication**-Upcoming events/deadlines

R**esources**-Connected to School wide focus and priorities

I**nspiration**-Quote of the week

P**rogress**-Data check-in

T**eam**-Pictures/Anecdotes

A sample of the staff SCRIPT can be found in Appendix 3-3.

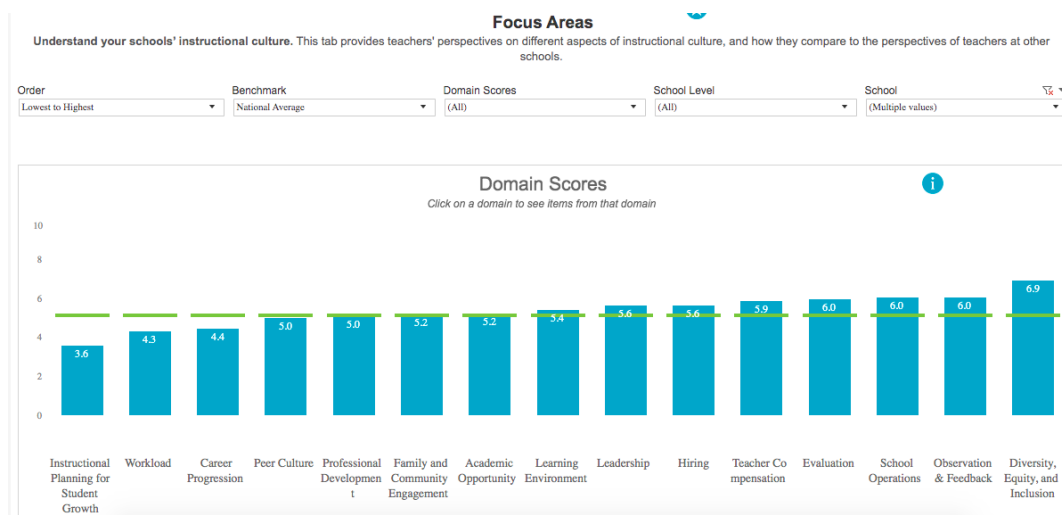
Second, our robust model for coaching ensures each team member is supported. Each staff member has a coach/direct manager. The coach has one-on-one meetings bi-weekly and conducts bi-weekly observations to support the staff member in improving their practice. Each staff member has performance and developmental goals to support their growth and that of our students. Each week we have professional development centered on around our school priorities. We also have Teacher Leader and grade level meetings each week to ensure teams work are on the same page about what is happening during the school year.

Third, systems to build belonging and provide recognition for our team members contribute to a sense of belonging and appreciation. We have built effective ways to celebrate success and appreciate each other as people through gratitude circles, staff community circles, team building, intentional work on our identities, and other explicit ways for us to build relationships with one another.

Lastly, we believe that our practices of prioritizing crucial conversations and providing regular feedback are an important aspect of growth as a school and adult community. We firmly believe that our community is only as healthy as we make it, and a crucial component of health is the willingness to address conflict and provide feedback in a supportive way.


The success of our staff culture is reflected in various nationally normed surveys, including the Insight Survey. The New Teacher Project's ("TNTP") Instructional Culture Insight Survey gives leaders concrete feedback on the aspects of school culture that matter most for teacher and student success. The Insight Survey is a research-based survey that has been given to 375,000 teachers in 2,350 schools across 22 states. This survey is a strong indicator of staff satisfaction and sustainability and gives our leaders an understanding of how our school compares to all others in the survey. ChangeMakers meet or exceed the national average on 12 out of the 15 survey indicators (scores above 5.0 reflect data above the national average). This success is due to strong support systems from our Leadership Team and SEL Team. Please see Insight Survey data:

Figure 3.11-1 TNTP Instructional Culture Insight Survey results




Data from Transforming Ed and Panorama’s staff survey reflects a similarly strong adult culture. When staff was asked about colleagues and a positive work environment, ChangeMakers’ staff rated above the average in the national cohort of schools surveyed:

Figure 3.11-2: Panorama Staff Survey



ChangeMakers Academy
Fall 2019 Teacher Climate Survey, Culture Climate Survey



Summary

Topic Description	Results	Comparison
Questions about school environment	4.2	3.8 NewSchools Invent
Questions about students	3.6	3.6 NewSchools Invent
Questions about teachers	4.0	3.7 NewSchools Invent

ChangeMakers has also prioritized Diversity, Equity, and Inclusion (“DEI”). ChangeMakers is very proud of the work the staff continues to do in this area that is critical to our mission. Some of our successes from our Equity Audit performed by Overcoming Racism, a DEI consulting firm, include:

1. Staff overwhelmingly agrees that DEI work will improve academic achievement, retention of staff, and create a sense of community with staff.
2. Staff overwhelmingly agrees that DEI work will help ChangeMakers achieve its mission.

Section 3.12: Response to COVID-19

The COVID-19 pandemic has been a monumental challenge for schools in Vallejo and across the country, and ChangeMakers has not been an exception. Throughout the Spring and into the Fall of 2020, we have had to revisit every aspect of our instructional model and school operations. While these changes have challenged our staff, students, and families, ChangeMakers parents have responded with positive feedback through the Spring and into the 2020-2021 school year.

Immediately after the District announced it would be closing its facilities on Friday, March 13, we announced that we would do the same, and we developed a plan to support every aspect of learning for our students. By the following Tuesday, we had ensured that our students, families, and staff had the requisite tools for distance learning. This included distributing 600 Chromebooks to 400 families. We also ensured that our students were able to access meals and that our youngest students had paper work packets.

We decided that any adjustments to our instructional plan had to be aligned to a set of guiding principles: instructional excellence, prioritization of historically underserved populations, data-driven decision-making, and asset-based thinking. With these principles in mind, we began to create daily and

weekly distant learning routines and made sure our ELs and students with disabilities were receiving the requisite support. Within two weeks, we fully implemented the teaching and learning criteria across our schools. The criteria included Clear Expectations, Long Term Learning, and Instructional Excellence, and the plan incorporated systems to regularly communicate to and support families. Throughout the uncertainties of COVID-19, we have prioritized the safety of our students and staff.

Our Distance Learning plan ensures that families receive a progress report weekly. Students receive interactive instruction three times per week, along with targeted assignments. In addition, we built customized Distance Learning websites for each grade that includes easy access to Zoom links, assignments, and more. Completion rates are monitored weekly by teachers, school leaders, and the School Support Organization team (as defined below). We are using multiple distance learning platforms such as Zoom, Google Classroom, and NearPod.

SEL supports continue for students and families with clinical team members providing one-on-one telehealth support, as well as Zoom community circles and pre-recorded SEL videos that promote self-care and coping strategies.

Supports for staff during this time includes: Mental Health Supports, 1:1 Therapy from Teach Well, Weekly Staff Check-Ins, and 1:1 Staff Check-Ins.

Finally, in accordance with Caliber's Act and Heart pillars, and through philanthropic grants and partnerships, we have established a Caliber Cares Fund. Many of our families have and will continue to experience financial hardships due to the pandemic. This fund provides mini-grants that are funded by private donations to our families and staff members in financial need. The grants offer support to purchase essential household items, food, and medicine. Since the onset of the wildfires throughout the West in the summer of 2020, we've also extended Caliber Cares grants to families affected by evacuation orders.

The complete COVID-19 Instruction Plan can be found in Appendix 3-4.

Section 3.13: Conclusion: Accomplishments of the Charter Term

Our first five years of operation have taught us about how central our four pillars are to our success. Our Annual Report, published each year, provides a glimpse into some data highlights of the year. See an example of the Annual Report in Appendix A-9.

Section 4: Request for Charter Renewal and Evidence of Meeting Charter Renewal Standards

Section 4.1: Request for Charter Renewal

ChangeMakers has operated successfully for four years. The 2020-21 academic year marks its fifth year of operations. Caliber Public Schools respectfully submits this request for a renewal of ChangeMakers' charter for another five years, from July 1, 2021, through and including June 30, 2026.

Section 4.2: Evidence of Meeting Charter Renewal Standards

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Performing category)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers, or categories, has unique qualifying criteria.

The Charter School does not meet the criteria for either the High Performing category or Low Performing category and therefore fits into the Middle Performing category for renewal purposes, as determined by the California Department of Education⁵. As such, it is eligible for a five-year charter renewal, as follows:

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

^{5 5} As determined by criteria outlined in AB 1505, all charter schools are assigned a performance category. Find the full list of California Charter Schools and their performance categories at <https://www.cde.ca.gov/sp/ch/csperformcategory.asp>

Charter Schools in the Middle Performing category must also meet the following requirement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data.

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

The following sections provide evidence that ChangeMakers has met these standards and is eligible for a five-year charter renewal.

Section 4.2.1: Schoolwide and subgroup performance on the Dashboard

As pointed out in Section 3.1, Caliber: ChangeMakers Academy is consistently ranked among the top schools for students in grades K-8 in Vallejo Unified School District and Solano County. Section 3.2 provides a summary of Caliber: ChangeMakers' ability to serve all students, especially those most marginalized. ChangeMakers students identified as Hispanic or Latino, Black or African American, those having special needs, and those who are socioeconomically disadvantaged regularly outperform their peers in the District, County, and State, with very few exceptions.

The following tables depict Caliber: ChangeMakers Academy's results on the California School Dashboard over the past two years. As the Charter School's results are not all blue/green, it does not qualify for a 7-year renewal (the High Performing category). As they are also not all red/orange, it does not qualify for a 2-year renewal (the Low Performing category). As such, and as reported by the California Department of Education, Caliber: ChangeMakers has met the standards to be placed in the Middle Performing category among all California charter schools and is eligible for a 5-year renewal⁶. The full ChangeMakers Dashboard for 2019 is found in Appendix 4-1.

⁶ As determined by criteria outlined in AB 1505, all charter schools are assigned a performance category. Find the full list of California Charter Schools and their performance categories at <https://www.cde.ca.gov/sp/ch/cspperformcategory.asp>

Table 4.2-1: ChangeMakers 2019 California School Dashboard Performance (State Indicators)

	School wide	Black or African American	Filipino	Hispanic or Latino	Two or More Races	White	SED	EL	SpEd
ELA									
Mathematics									
EL Progress ⁷	39.2%								
Chronic Absenteeism									
Suspension Rate									

Table 4.2-2: ChangeMakers 2018 California School Dashboard Performance (State Indicators)

	School wide	Black or African American	Filipino	Hispanic or Latino	Two or More Races	White	SED	EL	SpEd
ELA									
Mathematics									
EL Progress	88% level 3 or 4								
Chronic Absenteeism									
Suspension Rate									

⁷ Please note, EL Progress is not given a color and different metrics were reported in 2018 and 2019.

Section 4.2.2: Local indicators on the Dashboard

As reported on the California Dashboard, ChangeMakers has met the standards for all Local Indicators every year since 2017.

Table 4.2-4: ChangeMakers California School Dashboard Performance, 2018 and 2019 (Local Indicators)

Local Indicator	2018 Dashboard Status	2019 Dashboard Status
Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Section 4.2.3: Measurable Increases in Academic Achievement

How We Measure Increases in Academic Achievement

Caliber has historically measured increases in academic achievement via the Northwest Evaluation Association's Measures of Academic Progress assessment (NWEA MAP). NWEA MAP is a nationally normed assessment used by over 10 million students throughout the United States. NWEA MAP measures student growth in the form of the Student Median Growth Percentile, a metric for growth that matches students to their peers according to NWEA norms. Using this metric, it is possible to reliably measure whether students are making a year of progress relative to other students nationwide. In particular, a score in the 50% or above means that a student met or exceeded their projected growth over the given growth period. When comparing fall-to-spring growth, the metric will indicate whether the student made one full year of growth over the full school year. When comparing fall-to-winter growth, the metric will indicate whether the student was on track to make one full year of growth by the end of the school year.

Caliber supplements the NWEA MAP growth metrics with other assessments administered throughout the year. These include, among others:

- The Interim Comprehensive Assessment (ICA), which is also provided by the Smarter Balanced Assessment Consortium (SBAC) and tests the same content and is scored on the same scale as the Summative SBAC.⁸
- The Strategic Teaching and Evaluation of Progress Assessment (STEP), a rigorous reading test of progress given to students in grade K-5.

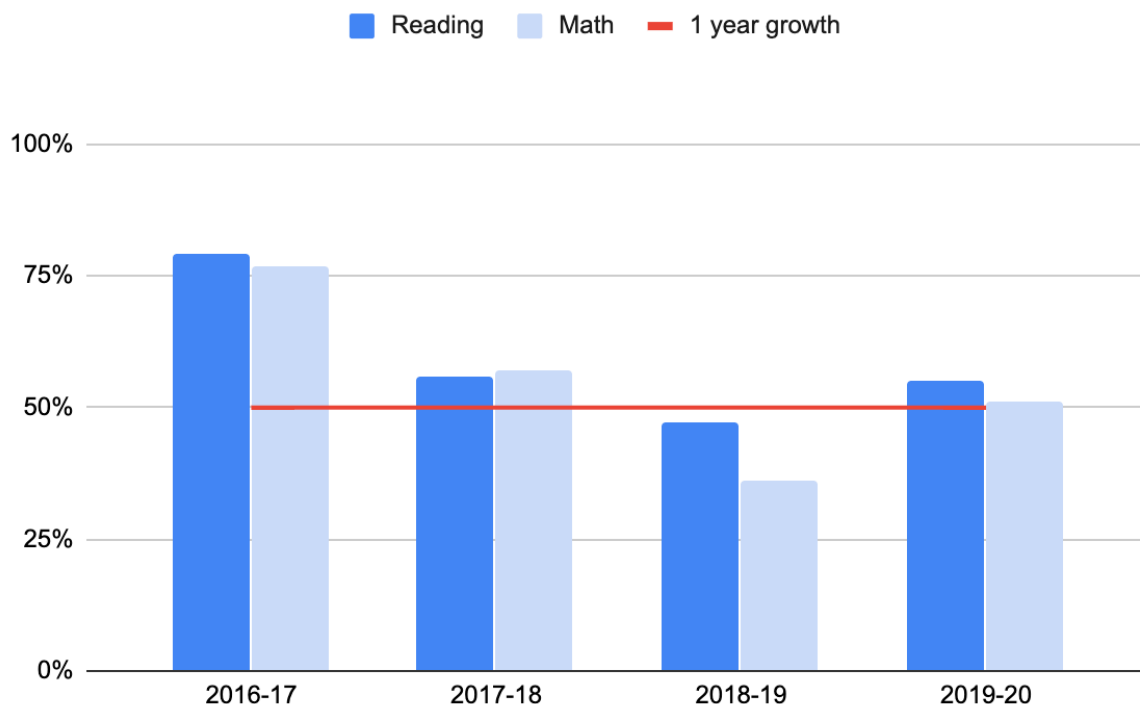
ChangeMakers Increases in Academic Achievement - MAP Results

For the years 2016-17, 2017-18, and 2018-19, ChangeMakers administered the NWEA MAP assessment to students in the fall, winter, and spring to assess their progress throughout the year. In 2019-20, we did not administer Spring MAP (due to school closure in response to the COVID-19 pandemic), and our Winter MAP was only administered in K-2 (students in grades 3-8 took the ICA instead - see below for more details).

The table below shows the proportion of our students meeting or exceeding one year of growth in both Reading and Math in each of the years since the opening of the school. As noted above, a schoolwide average of 50% or above indicates that students made one year of growth over the full school year (or to be on track towards one year of growth in the case of 2019-20 where fall-to-winter results are reported).

⁸ For more information on the SBAC Interim Assessments, see <https://www.smarterbalanced.org/assessments/interim-assessments/>

Table 4.2-5: ChangeMakers NWEA MAP Progress Indicator - Percent of students meeting or exceeding projected growth⁹



The data indicates that in 2016-17 and 2017-18, a majority of ChangeMakers students achieved one year of growth or more. In 2018-19, we fell below that level with a smaller percentage of students meeting their goal (reasons for this decline in 2018-19, and our strategic response to it are addressed in more detail in Section 3.1). The data from winter 2019-20 indicates that we were again on track to make one year of growth in 2019-20 prior to the school closure due to COVID.¹⁰

ChangeMakers Increases in Academic Achievement - ICA Results

Data from the 2019-20 ICA indicates that the 2019-20 MAP growth presented above for grades K-2 was also achieved in grades 3-8. Specifically, students in grades 3-8 also met or exceeded the goal of one year of growth between the 2018-19 ICA and the 2019-20 ICA.

We reviewed Winter ICA data for grades 3-8 in 2018-19 and 2019-20 to assess student growth between those test administrations. Data from the ICA has been historically indicative of performance on the

⁹ For the years 2016-17, 2017-18, 2018-19, growth is determined by the Fall-to-Spring test. In 2019-20, growth is determined by the Fall-to-Winter test, as we were unable to administer a Spring 2020 test due to COVID-19.

¹⁰ Find more information about NWEA MAP Conditional Growth:

https://teach.mapnwea.org/impl/maphelp/Content/Data/SampleReports/AchievementStatus_Growth.htm#Summary2

Summative SBAC, and the improvement in results from 2018-19 to 2019-20 suggest that students were making strong progress.

The way we evaluate our students' growth on the Winter ICA is by comparing their average Distance from Standard (DFS) from one year to the next. DFS is the academic performance indicator used on the CA Dashboard, and it measures how far the average student is from meeting the statewide grade-level standard. We consider a student to have made one year of progress if they maintained their DFS from one year to the next. If their DFS has a higher value from one year to the next, that would indicate they made more than one year of growth relative to the state standards. On the other hand, if a student's DFS went down in value from one year to the next, that would indicate they are not making progress at the rate needed to maintain consistency with the state standards. When looking at this data across the school, we consider students as a whole to have made at least one year of progress if their average DFS has stayed constant or improved from one year to the next.

As indicated by the table below, ChangeMakers students saw an average DFS change of +1.5 points in ELA and +15.4 points in Math between winter 2018-19 and winter 2019-20.

Table 4.2-6: ChangeMakers Winter ICA Progress Indicator – Growth from Winter 2018-19 to Winter 2019-20

	Growth in DFS
ELA	+1.5
Math	+15.4

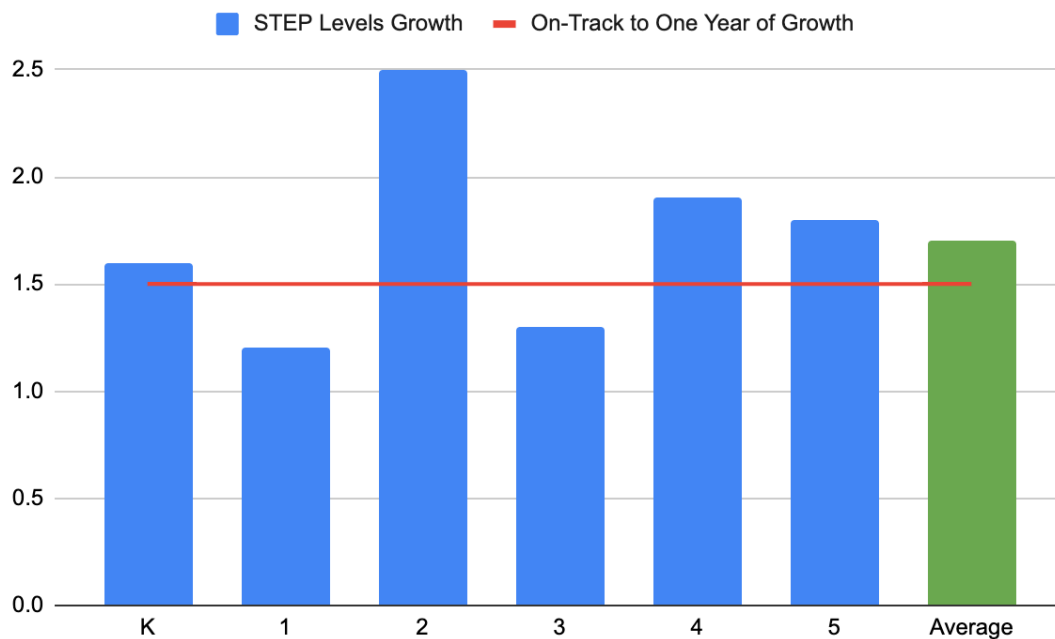
Based on these results, and according to the CA Dashboard classification, ChangeMakers would be considered maintaining academic performance in ELA and significantly increasing academic performance in Math.¹¹ That indicates that ChangeMakers students made at least a year of ELA progress between the winter of 2018-19 to the winter of 2019-20, and more than a year in Math.

ChangeMakers Increases in Academic Achievement - STEP Results

A final way to look at student growth in 2019-20 is by reviewing STEP Assessment results. STEP is usually administered multiple times in a year to students in grades K-5 and students are given a "STEP Level" that corresponds to their level of proficiency. Growing 3 STEP Levels from the Fall to the Spring is associated with one year of growth. In 2019-20, ChangeMakers students took the STEP test in the Fall and again in the winter, which was half-way through the year. As such, we would deem them to have been on track to make a year's worth of growth if they had improved by 1.5 STEP Levels by the mid-year point. The table below shows STEP Level growth in 2019-20, which averaged 1.7 STEP Levels.

¹¹ See more about how the scale score improvements on SBAC and SBAC-aligned assessments translates to colors on the dashboard here: <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables19.asp#AcademicTable>

Table 4.2-7: ChangeMakers STEP Assessment Progress Indicator-- Number of STEP Levels grown by the mid-year mark, 2019-20



Of students in grades K-5, 50% grew 2 full STEP Levels by the mid-year mark. The progress in 2019-20 is indicative that ChangeMakers students were well on their way to growing at least three STEP levels, had they had the opportunity to take the STEP test again at the end of the school year.

ChangeMakers Increases in Academic Achievement – Conclusion

In conclusion, all of these measurable increases in the academic achievement provide clear and convincing evidence that the majority of ChangeMakers students typically make at least one year's progress for each year in school.

Section 4.3: Additional Justification for Charter Renewal

In addition to the strong academic results above, there are many additional justifications for Charter renewal. Among them are that our students are less likely to be suspended or expelled than students attending other schools in the District. ChangeMakers students with IEPs and 504s make more academic progress than their District peers. Our students have a broad curriculum that includes Science, Social Studies, and PE starting in Transitional Kindergarten. And finally, ChangeMakers provides a unique educational experience for students in Vallejo, including an embedded social and emotional curriculum, mental health support, and Computer Science for all students. Details of our education program can be found in Element A below.

The demand for these unique educational elements is evident in our waitlists, which includes over 400 students this year. As a school that is a representative of the District at large (see figure A.2.1), our unique curriculum and strong demand show that we are an asset to the Vallejo community.

Section 4.4: Conclusion - Justification for Charter Renewal

As clearly demonstrated by the evidence above, the Charter School meets the renewal criteria pursuant to Section 47607.2(b) (Middle Performing) and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

Element A: Educational Program

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

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

Section A.1: Mission and Core Components of Caliber Public Schools

The mission of Caliber Public Schools 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, helping them to reach their full potential.

Our work is guided by six essential questions:

Caliber's Six Essential Questions:

1. Does our network demonstrate the core SEL competencies?
2. Does our network deliver academic growth and achievement for our students?
3. Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?
4. Does our network promote equity and achieve equitable outcomes?
5. Is our network financially and operationally sound?
6. Are we upholding Caliber's values?

Our first four essential questions are guided by our work to achieve our graduate characteristics, detailed in Section A.1.1 below. Question five is detailed in Section 6. Finally, Question six refers to our Core Values, detailed in Section A.1.2 below.

Section A.1.1: The Four Pillars of Graduate Characteristics: HEART, SMART, THINK and ACT

As noted above, Caliber Public Schools' Educational Vision is rooted in student outcomes because we are an organization that puts students first. Caliber Public Schools' vision is to develop each student's social-emotional abilities (Heart), which enables students to create a strong sense of themselves 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.

Table A.1.1-1: Graduate Profile

HEART	SMART	THINK	ACT
Emotional Intelligence <i>Do our students demonstrate the SEL core competencies?</i> A Caliber graduate is prepared to navigate a variety of social circumstances and life situations which will be reflected in their Self-Management, Self-Awareness, Social Awareness, Relationship Skills, & Responsible Decision Making	Academically College Ready <i>Does our network deliver academic growth and achievement for our students?</i> A Caliber graduate is on a path to graduate from a 4-year college without remediation	Critical Thinker <i>Do our students make connections in their school experience that make them critically conscious of their world and the world beyond?</i> A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information	Agents of Change <i>Does our network promote equity and achieve equitable outcomes?</i> A Caliber graduate is prepared to effectively advocate for self and others to create institutional change and a more equitable society

To achieve this graduate profile, the ChangeMakers curriculum and instructional methods are grounded in the following core principles:

SEL Programming: Comprehensive implementation of our SEL programming. During the ChangeMakers experience, all students will have developmentally appropriate mastery of the six social-emotional learning abilities below:

- Identify and manage one's emotions and behavior.
- Recognize personal qualities and external supports.
- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.

- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

We achieve our SEL programming by integrating it within our school culture. The following table includes examples of how SEL and cornerstones of school culture overlap.

Table A.1.1-2: School Culture

Circle	Proactive Restorative Practice in Building Community + Relationships Explicit Social-Emotional Development via Toolbox + Student-Led Activities Circles
Classroom Environment	Cozy Corner Rights and Responsibilities Student identity and voices Break Cards Goal Sheets with a toolbox connection Class Wide Goals and Incentives Firebird Slips
Adult SEL development staff	CASEL Framework Coaching: Staff Reflection + Staff Development of building their own internal toolbox Real-Time Coaching in the classroom to support students and adults Staff PD Mindful Mentoring (Teaching Well Organization)
Restorative Justice	SEL is the foundation of our response to student discipline. Our focus is on repairing the harm alongside our community
School Structure: Clinicians & Leadership Team	We have clinicians for K-2, 3-5, and 6-8. We believe that our entire leadership team is pivotal in supporting adults and students Allotment of resources for this staffing structure

Alignment with Rigorous Standards: In addition to a curriculum that is aligned to rigorous standards including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”), and additional State Content Standards (collectively, “State Standards”) and an internally developed set of Computer Science skills and abilities, our success in Smart and Think depends on three key underlying philosophies — the value of conceptual inquiry, teaching to each child based on their level, and coaching staff to improve performance:

Conceptual Inquiry: For students to learn something deeply, they must construct their understanding by connecting new experiences to prior knowledge. This style of learning, known as inquiry, gives students opportunities to explore ideas and topics, discuss them, and draw their own conclusions. At ChangeMakers, units and lessons are designed on research-backed theories rooted in inquiry and discussion.

Differentiated Practice: Meeting students where they are is a critical belief held by staff, families, and students alike — and the reality is that our students are at very different places academically. A critical part of achieving our graduate profile is giving students time and space to practice skills and abilities in a setting that is within their zone of proximal development. This means that ChangeMakers uses data to measure student performance against the course standards and then uses that data to differentiate how students are grouped and what assignments they are given.

Coaching: We are committed to weekly or biweekly coaching for all teaching staff. We continually develop the expertise of our coaches through ongoing professional development, training, and collaboration. Our coaches provide feedback and evaluation on their performance.

Data-driven lens towards equitable outcomes: Many schools deliver quality education, but not to students of historically marginalized backgrounds. At ChangeMakers, we are committed to ensuring that our outcomes are consistent across all students. We look at all our data (testing, survey, etc.) to identify potential disproportionalities among subgroups and work to address that. We also embed culturally relevant materials into our curriculum. We look at the data and create actionable next steps to support specific students.

Professional development for all staff grounded in identity and equity: We believe the process of developing and understanding one's identity is complex, critical, and unique for each person. Our identity is connected to how we view ourselves as a whole and how we view ourselves as a part of the different communities with which we connect. To ensure that we can support our students in this value, our staff are committed to exploring our own identities and social constructs through a series of professional development trainings, readings, and a school equity audit performed by Overcoming Racism ("OR"), a Diversity Consulting Group. The support for this work is reflected in our Equity survey, which indicated that 96% of staff believe DEI work will improve academic achievement, retention of educators, and sense of community with staff.

Section A.1.2: Core Values

In 2018, Caliber completed a one-and-a-half-year project involving staff, students, and parents to curate our core values, formalize our commitment to equity in education, and develop our core pillars of student achievement. This process involved multiple half-day facilitated retreats for our senior leadership, surveying over 100 staff, 200 families and 1000 students, and convening focus groups for all three groups of stakeholders.

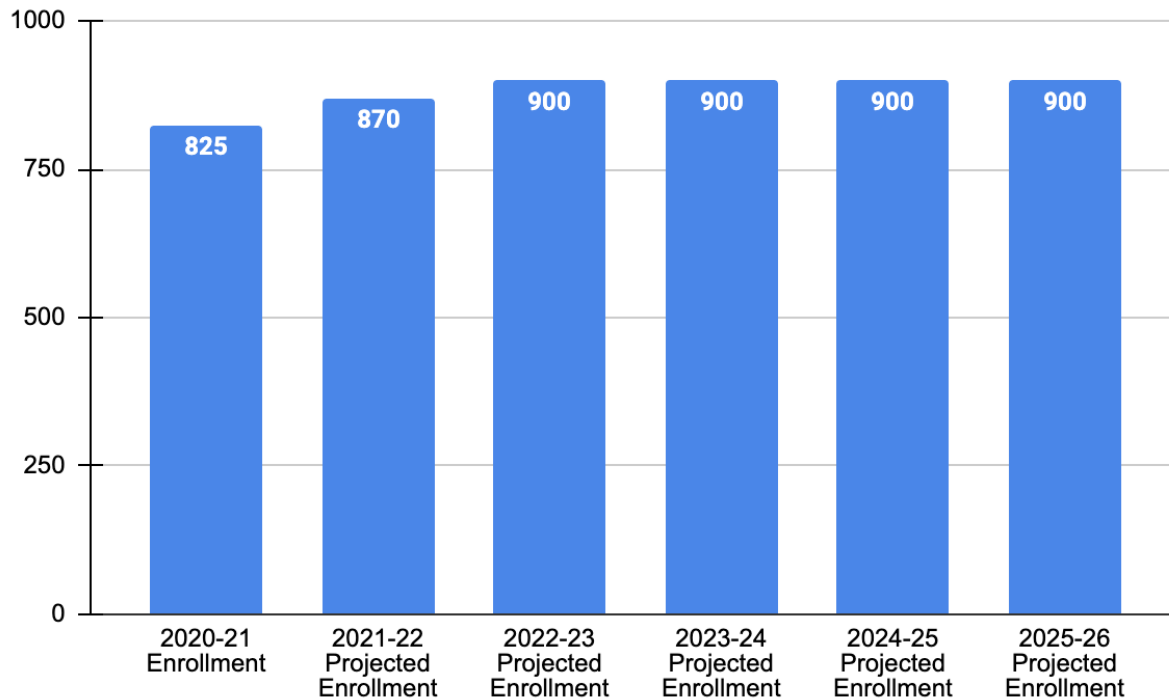
The resulting set of core values are ones that we work to weave into the day-to-day fabric of our work. We call them the F.A.C.E. of Caliber, and they are:

- *Feedback:* Everyone is committed to a culture of feedback, development, and continuous improvement.
- *Affirmation:* We validate and affirm the identities, strengths, and passions of each person.
- *Collective Responsibility:* It is everyone's collective responsibility to work in service of and alongside our school communities.
- *Empathy:* Situations and people are approached with empathy and kindness.

Section A.2: Target Population

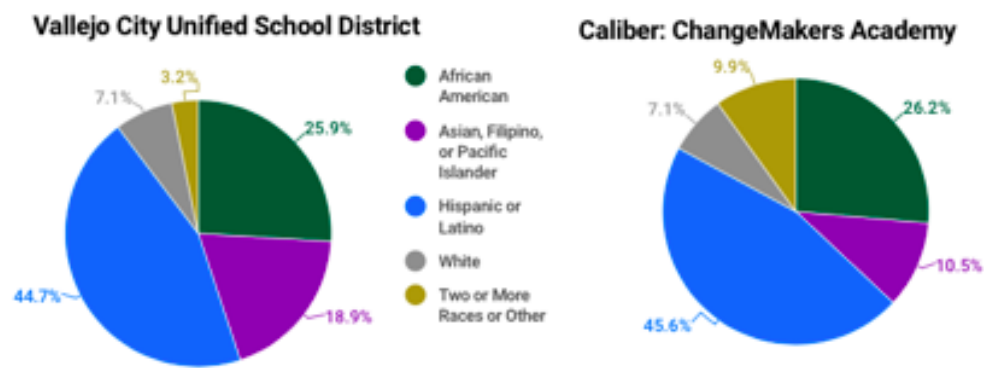
ChangeMakers is currently serving 825 students in 2020-21 and is expected to grow to serve approximately 900 students per year during the term of the proposed charter renewal as identified below:

Table A.2-1: ChangeMakers 2020-21 Enrollment and Projected Enrollment 2021-26



ChangeMakers strives to enroll a student body that is representative of the diversity of VCUSD. See below for a breakdown of ChangeMakers' student body compared with the District:

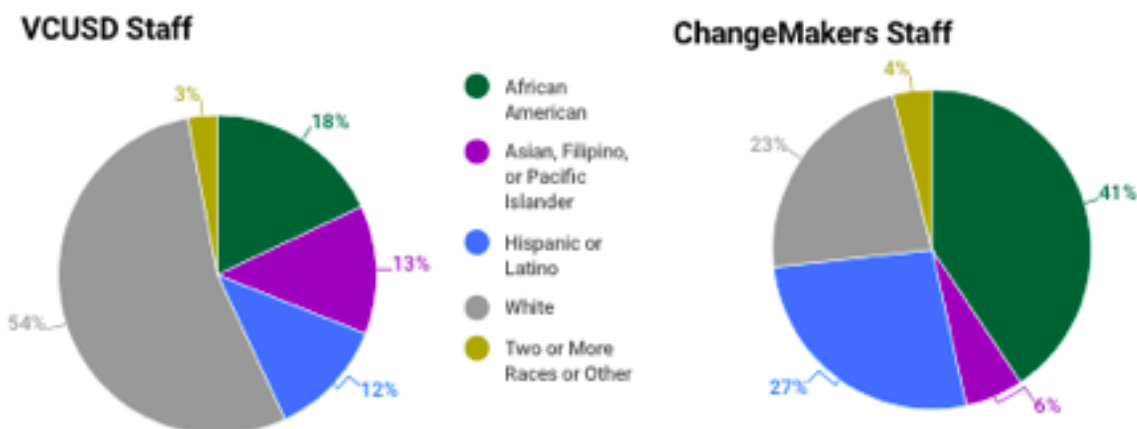
Figure A.2-1: Demographics of ChangeMakers students compared to VCUSD students, 2019-20



Our special education population is 11.3%, comparable to the District’s population at 11.1%. Our English Language Learner population is 15% compared to 22.6% in the District. We continue to provide marketing materials in multiple languages to increase our ELL representation to more closely match the District.

We also aim to have our staff represent the diversity of our students and the broader Vallejo community.

Figure A.2-2: Demographics of ChangeMakers staff compared to VCUSD staff, 2019-20



ChangeMakers does not discriminate against any child based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Community Interest

ChangeMakers brings tangible benefits to the Vallejo community. Academic outcomes at ChangeMakers help to prove that all students in Vallejo are capable of making tremendous academic growth, and the long waitlist each year is a testament to the school’s value to Vallejo families.

High quality schools that obtain results are an asset to the community, and ChangeMakers has helped bring more regional and philanthropic attention to the students of Vallejo and their potential. Additionally, the future of our city depends on the leadership of an educated workforce, and our strong academic results alongside our prioritization of community leadership make us confident that many of our city’s future leaders are ChangeMakers students.

Our physical presence is a representation of the revitalization of the area, and has the potential to bring in additional investment in economic development of the neighborhood.

Section A.3: Conditions for Learning

The set of learning goals from the CCSS and the Framework for 21st Learning is ambitious. To achieve them, ChangeMakers’ model is built on the components that express our view of how learning best

occurs. This model equips students with the necessary content and skills to become self-motivated, competent, and lifelong learners.

Section A.3.1: Personalized Learning

We believe that mastery of content requires students to spend at least a portion of their week working in their zone of proximal development, which is achieved through small group remediation and blended learning assignments. To achieve this, we use a combination of technology-enabled “blended learning,” assessment, and data-driven analysis and planning.

Each student has a Personalized Learning Plan (“PLP”). PLPs show information about a student’s background and their current achievement levels and pace, as well as their goals and next steps for learning the content and standards. Students know where they need to speed up or get help. See Appendix A-1 for examples of current PLPs for ChangeMakers Lower and ChangeMakers Upper.

Our PLPs support our students and families in understanding their academic and socio-emotional strengths and areas of growth. We also offer support and next steps for our families.

We hold Parent-Teacher Conferences for TK-5th grade and Student-Led Conferences for 6th-8th grade. Both are opportunities for our students to engage with their families and share their progress and next steps.

We believe that students should be engaged in designing their learning experience. As students mature, we help them take ownership of their personalized learning plans via one-on-one coaching sessions with the teacher, to set goals and strategies. Over time we will teach students how to work independently with significant choice about when, how, where, and with whom they work. At ChangeMakers Upper, students continuously reflect on their progress through a trimester, which results in them presenting their portfolio to their families at a student-led conference at the end of Trimester 1 and 2. This requires students to organize a portfolio of grade-level work, evaluate their progress towards their academic and social-emotional goals and action plan for the new trimester with their teachers and families. Content teachers and homeroom teachers respond to student reflections, thereby developing the depth of reflection and problem-solving skills practiced by the students.

Section A.3.1.1: Core Content Instruction is Supported with Blended Learning

Students learn core Math and ELA content through a combination of whole group, small group, one-on-one, and customized independent learning. Section A.3.2 includes descriptions of current online curricula in the distance learning environment. Our adaptive online programs engage students at or above their skill level and provide regular feedback regarding their gaps in knowledge. Some benefits of online curricula are:

- **Repetition:** Students can repeat lessons as needed without the teacher having to re-teach an entire class.
- **Adaptivity:** Many online software programs will adjust the problems that a student sees based on whether they just answered correctly or incorrectly. The pathway through the curriculum is thus customized to each student’s needs.
- **Low-stakes failure is motivational:** Many online software programs use game design to ensure that students stay motivated. Thus, students who are struggling get encouragement to improve rather than feeling as though they have failed simply because they are moving at a slower pace.

Teachers use data to inform instruction to meet the needs of individuals and groups of students. Teachers use student progress data generated through online programs and their own teaching, to inform the scheduling and composition of small-group tutorials. At ChangeMakers Academy Lower, we use a reading assessment called STEP to monitor the progress of reading growth. Additionally, we utilize Measures of Academic Performance (“MAP”), and SBAC Interims to measure growth. Data is reviewed in professional learning communities (“PLCs”). Teachers also use a combination of software data, teacher-created assessments and exit tickets, bi-weekly quizzes, and data from individual conferences to design targeted small group activities and lessons, both in class and during intervention blocks.

Our staff is focused on helping our students achieve competence in each subject area. Teachers cannot simply cover material; they must take responsibility to ensure their students master the material. This reflection on student performance is critical to our model. As Paul Bambrick-Santoyo writes in his book *Leverage Leadership*, “Effective instruction is not about whether we taught it. It’s about whether the students learned it” (p. 23). According to *Leverage Leadership*, there are four steps to creating a data-driven instructional model: assessment, analysis, action, and systems creation.

Section A.3.1.2: Assessment

At ChangeMakers, we do not assume that students have gained competency in any particular area until we see the evidence. We gather evidence daily (through formative assessments, teacher questioning, and conference, as well as thorough assessments embedded in online programs), weekly or biweekly (through unit tests), and approximately every six weeks, there is a unit assessment or our Literacy Assessment, STEP). Our assessments serve as opportunities for students to show evidence that they have achieved mastery.

Our curriculum starts from grade-level standards, but the real work happens when we ask what the evidence of meeting such standards will look like. We use a combination of daily assessments to determine mastery of individual skills, as well as interim assessments and projects to determine whether this competence has been retained as well as whether it can be applied to novel situations that require the application of multiple skills to solve more complex problems. In general, a score of 80% *for the questions pertaining to a specific learning objective* indicates competence in that objective, but this can change depending on the learning objective in question.

Section A.3.1.3: Analysis and Action

Once teachers collect evidence, they analyze it for patterns and adjust instructional plans in response. Teachers regularly analyze four different types of evidence: in-the-moment, daily, weekly, and interim assessments:

Table A.3.1.3-1: Evidence Used in Data-Driven Instruction

Type of Evidence	When is it analyzed?	What steps might be taken?
Just-in-time (e.g., when a teacher is questioning the class or a particular student)	In-the-moment. The teacher can use evidence from a few selected students as a proxy for the whole class understanding and adjust the lesson.	The teacher can adjust the lesson on-the-spot, by spending more or less time on a topic, by quickly changing a grouping, or by deciding to coach a student individually.
Daily (e.g., through the reports from an online learning provider, through homework, or through exit tickets)	Daily (the teacher may analyze this evidence during prep periods)	The teacher may use this data to adjust the next day's instruction. Daily evidence can affect groupings, pacing, content, or some mix of all three. Daily exit tickets may be used to pivot instruction during Friday's tiered intervention block.
Weekly (e.g., through weekly quizzes)	During Friday PD (students have a half-day), during prep periods, during team meetings, or during coaching sessions	The teacher may use this evidence to check off competence on the personalized learning plan and to inform one-on-one meetings with each student; the teacher may adjust unit planning and weekly groupings; the teacher may use this to reflect on and improve individual lesson planning
Interim (e.g., through longer-term projects, formative assessments that test retention, etc.)	During Friday prep time, during teacher retreats or on "data days;" during coaching sessions.	The teacher uses this to get a big-picture trajectory of whether the class is on track; to help students set longer-term goals; to review the efficacy of projects; to determine longer-term retention versus short-term retention.

Section A.3.2: Curriculum and Instructional Design

Our curriculum is rigorous and college preparatory. There is a substantial body of research that shows that high expectations and a growth mindset¹² can positively affect student performance. Our program is built around this belief.

¹² For more on the growth mindset, see "Mindset" by Carol Dweck: <http://mindsetonline.com/>

ChangeMakers is one school operated in two parts: ChangeMakers Lower (TK-5), and ChangeMakers Upper (6-8). By splitting this large school into smaller units, we have been able to provide better professional development and curricula to staff and provide more focused SEL and behavioral support that is developmentally appropriate.

Changemakers' TK-5 grade elementary school, ChangeMakers Lower, is organized into grade-level homeroom classes, who travel as a cohort between their two content teachers and specialist teachers. ChangeMakers Lower has a Principal, two Assistant Principals, two Social and Emotional Learning Leads who support teachers with tiered behavior intervention and the implementation of SEL curriculum, and two instructional coaches. Grade Level teachers are responsible for teaching their content area (Writing or math), reading, and our Social Emotional curriculum during the opening and closing circles. In addition to grade-level teachers, the staff consists of three Computer Science and three PE teachers who specialize in either the K-2, 3-5, or 6-8 grade bands. Grades K-2 have instructional assistants who assist in ELA classrooms and teach small group phonics as well as support intervention programs for struggling students.

The school day runs from 8:00 am-3:15 pm Monday-Thursday, and from 8:00 am-1:00 pm on Fridays, with Friday afternoon for staff Professional Development. Campus opens at 7:30 am, and afterschool program is available for a modest fee.

Changemakers' 6th-8th grade middle school, ChangeMakers Upper, is organized into grade-level classes of 30 students each. ChangeMakers Upper has a Principal, Assistant Principal, and a clinician. Teachers are assigned one subject at one grade level, a circle cohort (homeroom), and tiered interventions on Friday. The school day runs from 8:00 am to 3:15 pm, Monday-Thursday, and ends at 1:00 pm on Fridays with Friday afternoons for staff Professional Development. Our Fridays are intentionally broken down into smaller, tiered blocks where students participate in either intervention, reteach, or enrichment based on their academic needs. Students have Math, ELA, and Science or Social Studies. Campus opens at 7:30 am, where students who arrive early participate in books and breakfast in their homeroom classroom. Afterschool programming is available for a modest fee.

ChangeMakers Upper has historically provided a significantly higher number of instructional minutes per year than is required by law. In 2018-19 (the last complete school year for which data is available), we provided 62,545 minutes in each grade, as compared to the legally required minimum of 54,000 minutes. Students begin their day in Circle and then proceed to an instructional block. They have 90 minutes of ELA/Math daily and 90 minutes of either Science/SS two times a week and 90 minutes of either KidFit or Computer Science 2 times per week.

ChangeMakers Lower also provided more instructional minutes per year in each grade than is required by law as follows:

Table A.3.2-1: Instructional Minutes per year

Grade Level	Required Instructional Minutes	2018-19 Actual Instructional Minutes
TK/K	36,000	50,430
1	50,400	55,875
2	50,400	59,860
3	50,400	60,755
4	54,000	60,020
5	54,000	58,070

Some sample schedules are attached as Appendix A-2.

Section A.3.2.1: Circle

As mentioned in Section 3.5, we have an embedded social and emotional curriculum. At ChangeMakers, all students begin their day in their homeroom for their morning community circle. In the community circle, students are given the opportunity to learn and practice new social and emotional skills, engage in restorative practices, and share about themselves and their identity. This work is done gradually, starting with low-risk topics and building up to higher-risk themes and activities over time. In the first months of the year, teachers focus on community building and skill development, which lay the necessary foundation for the deeper interpersonal, and restorative work follows. Our SEL Leads push in to circle to discuss topics of race and inclusion when class or world events arise where student support is needed. We also use circle time to have students share about their home culture and family once a week. More details about our Circles and SEL program can be found in Section A.

When ChangeMakers moved to distance learning as a result of COVID-19, we continued to have circle time built into student schedules so that students had a chance to connect with one another. Depending on the age group and day of the week, digital circle sometimes takes the form of a Google Form check-in, and other times through Google Classroom or Zoom.

Section A.3.2.2: ELA Instruction

Our approach to literacy focuses on personalization. We use a balanced, workshop-style literacy approach that blends with adaptive literacy software. A typical reading block consists of the teacher meeting with a small group of students, while other students are either practicing reading independently or engaged in an adaptive online reading program. The small group will be chosen carefully by the teacher, based on the individual needs of students in that group. Likewise, the adaptive learning software can move students at their own pace through a phonics and comprehension curriculum so that every student learns the right lesson at the right time. During independent reading, students read books at a level that they have selected in consultation with a teacher. This kind of independent learning helps students learn to read about their passions and explore their curiosity about particular subjects.

The same is true for our approach to writing instruction. We leverage whole class instruction as well as a robust small group model so students have time to practice writing while teachers conference individually or work in small groups with students. This individual and small group time enables the teacher to provide targeted, personalized feedback.

Reading and writing are embedded in all subject areas. Our beliefs about effective literacy instruction, as well as the adoption of the CCSS, make literacy throughout the curriculum essential in the ChangeMakers' learning experience. Our projects require the application of foundational literacy skills to solve more complex problems in a team setting. Additionally, students are asked to use writing and speaking as a way to demonstrate metacognition.

Section A.3.2.2.1: ELA at ChangeMakers Upper

In grades 6-8, students have approximately 105 minutes of explicit literacy instruction per day. Students engage in a 45-minute independent seminar on reading or literature analysis each morning. Based on what students have read or what students have discussed in the seminar or independent reading time, students have 60 minutes of communication instruction, including but not limited to writing. At this point, reading and writing tasks are deeply embedded into the project-based learning courses that students take for two hours each afternoon.

The writing program is aligned with the Lucy Calkins Workshop model. The focus is on the execution of the entire writing cycle with frequent 1:1 teacher conferencing to track progress, offer feedback, and co-generate next steps. Reading instruction is facilitated through scaffolded cycles of metacognitive annotation and class discussion. Online learning programs such as CommonLit and NewsELA support students' independent work at their level. Our ELA teachers have been trained on strategies to support English Learners, and their lessons incorporate these strategies weekly.

Section A.3.2.2.2: Writing at ChangeMakers Lower

Separate writing blocks take place four days a week for 45 minutes. This block emphasizes the writing cycle and gives students an opportunity to publish multiple products in each writing genre (persuasive, informative, and narrative). Similar to ChangeMakers Upper, the writing program is aligned to the Workshop model, including frequent 1:1 teacher conferencing and revisions. Students share their work throughout the cycle and during publishing parties at the end of units.

Section A.3.2.2.3: Reading Instruction (Grades K-2)

The reading block is structured into two main blocks, 90 minutes of small group rotations, and 30 minutes of whole group read aloud and comprehension study. During the 90-minute block, students move between the following activities in flexible groups:

- Guided Reading
- Phonics Instruction
- Online Learning
- Small group centers/Independent Reading

Guided Reading is taught by the main classroom teacher to groups of between four and six for 20 to 30 minutes and has the following components:

- Familiar Read: Students are reminded about the skills they learned the previous day and then read a familiar book independently.

- **Running Record:** During the familiar read, the teacher picks one student to gather data through a running record and note-taking. At the end of this read, they celebrate student success and coach at a specific teaching point.
- **Comprehension Questions:** The teacher asks students a variety of factual, inferential, critical thinking questions about the familiar read as well as questions tied to the teaching point from the day before.
- **Word Work:** Teachers review or teach a skill directly linked to what students will use while reading the text in the upcoming lesson.
- **Introduction of New Book:** Teachers introduced the new reading strategy students will be using with an example where necessary as well as preview the book with specific attention to where students can utilize the reading strategy and where students might struggle (vocabulary, concepts, format/structure).

Phonics instruction is taught by the Instructional Aide (who is trained to lead this activity under the supervision of the teacher) to groups of approximately 12 students for 45 minutes. This instruction uses Reading Mastery, a basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking routines and helping students activate background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps — modeling new content, providing guided practice, offering individualized practice, and applying skills. A typical lesson includes seven to nine short activities encompassing multiple strands of content, including:

- Phonemic Awareness
- Letter-Sound Correspondence
- Sounding Out of Words
- Word Recognition
- Vocabulary
- Oral Reading
- Fluency Comprehension

In Kindergarten and first grade, the block also includes a 30-minute read-aloud that focuses on comprehension strategies. During this block, students build the meaning of the text by listening to the text read aloud by the teacher and discussing key ideas. Texts are chosen that align with Social Science Framework and Standards, and extension activities take place after reading aloud and during small-group center activities.

In Second Grade, read-aloud is combined with Close Reading activities during the hour-long Social Studies block. In K-2, teachers have budgets and booklists to buy culturally relevant books for their classroom “read aloud” libraries.

Section A.3.2.2.4: Reading Instruction (Grades 3-5)

In grades 2-5, students have 135 minutes of explicit literacy instruction each day. This is comprised of approximately 90 minutes of reading instruction through small group guided reading and 90 minutes of writing instruction every day. This dedicated time for writing is used to ensure that students not only spend time writing but also spend time talking about and sharing their writing to develop oral literacy. In addition, reading is interwoven throughout 60-70 minutes of daily Science or Social Studies.

The 90-minute reading block is made up of the following components:

- Do Now: Word Work
- Close Read
- Mini-Lesson & Intentional Read Aloud
- Guided Reading and Rotation

The Do Now is a brief spiraled review of word work/vocabulary skills (context clues, affixes, root words, literal/non-literal language, dictionary skills, etc.) that begins every ELA block.

Close reading is a 30-45-minute activity that gives students an opportunity to make a thoughtful, critical analysis of a text and focus on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. At ChangeMakers, during Close Reading, students learn to focus on the central idea and genre-based thinking. The ability to identify a personal definition of the central idea is what readers do; it is what life-long readers do, in any arena, genre, or discipline. The Close Reading block provides a consistent framework for readers to read across genres and text complexities.

Section A.3.2.2.5: ELA in Distance Learning

With the shift to distance learning as a result of COVID-19, ChangeMakers continues to deliver the same high-quality instruction. Students continue to use their blended learning programs at home (Spire, RAZ Books, and Lexia). In addition, our teachers record and conduct live lessons to support instruction. We offer differentiated office hours to support all learners.

Teachers create three new lessons per week (pre-recorded for TK-2, and live for grades 3-8). Students can access these lessons on Zoom or Google Classroom, and receive targeted writing and close reading assignments shared via Google Suite tools.

Section A.3.2.3: Mathematics Instruction

Math is integral to our lives, especially in the modern world. In the article, “Math Matters, Even for Little Kids,”¹³ Deborah Stipek (Stanford University), Ann Schoenfeld (University of California/Berkeley), and Deanna Gomby (Heising-Simons Foundation) say that mastery of math skills by the time a student enters kindergarten has a stronger correlation with later academic success than early reading skills.

We know through national math data that there are clear persistent challenges to equity in math education and beyond. To tackle these challenges, we must:

- Eliminate persistent racial, ethnic, and income achievement gaps so that all students have opportunities and support to achieve high levels of mathematics learning.
- Increase the level of mathematics learning of all students, so that they are college and career ready when they graduate from high school.
- Increase the number of high school graduates, especially those from traditionally underrepresented groups, who are interested in, and prepared for, STEM careers.

To achieve these goals requires an effective mathematical program that includes guiding principles,

¹³ “Math Matters, Even for Little Kids” by Deborah Stipek, Ann Schoenfeld, and Deanna Gomby in *Education Week*, Mar. 28, 2012 (Vol. 31, #26, p. 27, 29), no e-link available

teaching practices, curriculum, daily teaching resources, and assessment. Our Caliber playbook outlines each of these areas and provides additional related resources.

Guiding Principles of our Mathematical Instruction at Caliber

In addition to being guided by a clear set of content standards, our math program is grounded by a shared vision of teaching and learning that is evident in the ongoing interactions among scholars and teachers found in every mathematics lesson.

- **Multiple Strategies and Representations:** Math educators elicit and celebrate alternative approaches to solving mathematics problems, conveying to students that we value understanding and not simply memorizing the right procedure to get the one right answer. We also know that students visualize math skills and concepts in many different ways. We model for students and encourage the use of multiple representations- for example, models, diagrams, number lines, tables, and graphs, as well as symbols to support this multiple faceted learning.
- **The Importance of Fluency:** We deliberately build fluency skills in each grade level so that students can focus more on critical thinking and problem solving rather than math facts and computation. “Working memory capacity and computational fluency predict word problem-solving accuracy in the early grades.”¹⁴
- **Communication & Reasoning:** For the 21st-century learner, it is not enough to just be able to answer questions by spitting out an algorithm. We engage our students by asking them to actively communicate and explain both their questions and answers, to justify their thinking and engage in written and oral discourse, to dialogue, argue, and present not only to their teachers but to each other. Caliber teachers are often heard responding to students’ answers “why?” “how do you know that?” or “can you explain your thinking?”
- **Content and Context:** We believe in using concrete context and connections to engage students and make our content relevant to them. We consistently embed our mathematical content in real-world contexts.
- **On-going Cumulative Review:** One of the most effective strategies for fostering mastery and retention of critical skills is daily, cumulative review. Teachers do this as part of a daily warm-up that focuses on recent instruction or as a daily “mini-quiz” containing 4 to 6 problems that keep skills sharp, review vocabulary, and reinforce conceptual understanding.
- **Use of Data to Reflect and Refine:** We put students’ success first by constantly looking to reflect on our teaching and refine our plan. We use data to modify our teaching, plan re-teaching, prepare individual instruction, and design additional diagnosis that translates into better teaching and learning. In addition, we use tools like observations, student work, and exit slips, to monitor the quality of learning. We regularly analyze our bi-weekly quizzes and end of trimester assessments to make curricular and instructional modifications. In addition, data are an opportunity to reexamine our instruction, reflect on what worked and what didn’t, and analyze student responses as part of an ongoing cycle. This work is done collaboratively with colleagues and school leadership to make real-time improvements

¹⁴ “Synthesis of IES-Funded Research on Mathematics: 2002-2013” by Bethany Rittle-Johnson and Nancy Jordan, Institute of Education Sciences, July 2016, <http://ies.ed.gov/ncer/pubs/20162003/pdf/20162003.pdf>

- **Vocabulary Development:** We put a premium on building up students' language of mathematics. Developing mathematics vocabulary knowledge allows students to expand their abstract reasoning ability and move beyond operations to problem-solving. Math vocabulary is also inextricably bound to students' conceptual understanding of mathematics (Capraro, Capraro, and Rupley 2010; Capraro and Joffrion 2006; Kotsopoulos 2007). Various words frequently represent discrete constructs that are not related to other words, ideas, thoughts, feelings, or concepts. For example, an integer is only found in mathematics; it has a very specific meaning that does not shed light on other concepts or constructs. Math vocabulary is also highly decontextualized. That is, math terms are not situated in everyday conversations or discussions because these words are rarely included as dialogue in the latest Hollywood production or generally found in novels, newspapers, or social media.
- **Content Understanding:** Successful math teachers require a high level of intellectual preparation by adults. Teachers must have a clear understanding of the mathematical concepts, have selected and tried the problems or tasks connected to the learning expectation, and have identified likely errors and misconceptions and prepared strategies to address them before the lesson begins. We are committed to targeted professional development designed to improve teaching, knowing that it has the strongest evidence of effectiveness, with training in cooperative learning, classroom management, and motivation showing the best results: "Changing the way that children work together, and classroom management and motivation, can improve the mathematics outcomes for all students."¹⁵

Section A.3.2.3.1: Mathematics at ChangeMakers Lower

Math blocks include the following components:

- **Do Now:** Do Now is a simple independent practice to start every class. Although 100% independent, they can be both a review and anticipation of what is to come (having a connection to a part of their prior knowledge that will be necessary for today's lesson). Do Now's tend to aim for three questions that should take a maximum of 10 minutes. It helps students focus at the start of class and provides a quick assessment for teachers or a moment to activate prior knowledge.
- **Number Fluency (Fast Math):** Fluency is designed to promote automaticity by engaging students in practice in ways that get their adrenaline flowing. Automaticity is critical so that students avoid using up too many of their attention resources with lower-level skills when they are addressing higher-level problems. The automaticity prepares students with the computational foundation to enable deep understanding in flexible ways.
- **Worthy Tasks/Application Problems:** Worthy Tasks/Application Problems provide un-scaffolded opportunity for students to work with grade-level material. They are student-centered and provide less scaffolded opportunities for students to show what they can do and what they know, with an emphasis on students explaining their thinking.

¹⁵ "What Works in Teaching Mathematics" by Robert Slavin in *Better: Evidence-Based Education*, Winter 2014 (Vol. 6, #1, p. 4-5), <http://www.betterevidence.org/issue-14/what-works-in-teaching-mathematics/>

- **Small Group Instruction:** Teachers utilize data from exit tickets, bi-weekly quizzes, Do Now's, or graded independent practice to identify students who need more support. Teachers pull small groups to give extra support or reteach a past concept.
- **Digital Learning:** Students use digital programs to increase fluency, reinforce the current lesson, preview material, or fill gaps. Students utilize Zearn and Dreambox. Zearn is a rigorous online curriculum that complements the instructional strategies and scope and sequence in Eureka Math. Zearn delivers grade-level instruction and also includes remediation pathways designed to review foundational concepts that build up to grade-level standards. All students have a goal of completing 3-4 Zearn lessons a week. This progress is tracked physically in the classroom.

Section A.3.2.3.2: Mathematics at ChangeMakers Upper

Math teachers utilize the Illustrative Mathematics curriculum, which emphasizes inquiry-based lessons and a focus on “worthy tasks,” which model the requirements of the CAASPP performance tasks. The focus is on student reasoning and evaluation of the thinking of others. Students work independently to solve problems, collaborate to evaluate the strategies of peers, and discuss their learnings as a whole group. Then the teacher addresses common misconceptions and stamps key points.

Students utilize the Khan MAP playlist to work at their individual level and remediate or extend their learning several times per week.

Section A.3.2.3.3: Mathematics in Distance Learning

Our core curriculum of EngageNY and Zearn adapt well to distance learning. Teachers create three new lessons per week (pre-recorded for TK-2, and live for grades 3-8). Students can access these lessons on Zoom or Google Classroom, and receive targeted assignments shared via Google suite tools.

Section A.3.2.4: Science

The Science department also utilizes an inquiry-based approach by implementing CCSS- and NGGS-aligned curriculum. We currently use the Amplify curriculum, which is established alongside the Lawrence Hall of Science at UC Berkeley. This program emphasizes hands-on learning through frequent experiments and scientific exploration. Literacy skills are emphasized in the reading and annotation of nonfiction text and the writing of lab reports.

In Kindergarten and 1st grade, students receive 60 minutes of Science weekly. In 2nd grade through 5th grade, students alternate between Social Studies and Science every six weeks during an afternoon block. Science units are teacher-created and are organized around essential questions and wonderings. In the upper grades, there is an emphasis on literacy and writing skills infused into the lessons. Teachers use SDAIE and GLAD strategies to assist vocabulary development and language acquisition for English Learners during these blocks.

Section A.3.2.5: Social Studies

Changemakers' Social Studies program leverages the California Content Standards for Literacy in History/Social Studies. ChangeMakers Upper uses the Success Academy curriculum, focusing on historical thinking skills, including reading primary sources, discussing unit big ideas, and argumentative writing. Students complete Discussion Based Questions with each unit and ThinkCERCA assignments to serve as additional practice with literacy skills. Primary sources serve as the foundation for content-

based discussions and simulations designed for perspective-taking and evaluation of history through many lenses.

In Kindergarten and first grade, Social Studies standards are weaved throughout the 30-minute read aloud portion of the ELA block. In 2nd through 5th grades, students alternate between Social Studies and Science every 6 weeks during an afternoon block. In the upper grades, there is an emphasis on literacy and writing skills infused into Social Studies lessons. Teachers are also encouraged to use SDAIE and GLAD strategies to assist vocabulary development and language acquisition for English Learners during these blocks. We also are in the process of our 2nd – 5th grade Social Studies curricula to be more inclusive of different perspectives, backgrounds, and cultures.

Section A.3.2.6: Computer Science

At ChangeMakers, we recognize and take on the responsibility of preparing students for the opportunities and challenges that will await them in their future careers. Technology has vastly expanded each individual's capacity for obtaining knowledge and impacting the world around them, but a foundational understanding of how to wield its potential is necessary and should be developed from an early age through all of a child's education. Our Computer Science program is comprised of age-appropriate digital literacy and fluency; coding, robotics, and design thinking-driven projects.

At ChangeMakers, we define Computer Science across three specific domains: 1) how to use technology, 2) how to think while leveraging technology, and 3) how to create with technology. These three domains are prioritized from Kindergarten through 8th grade using age-appropriate lessons, challenges, and projects. As a result of hiring three dedicated teachers across our campus, we provide high-quality Computer Science instruction to every student several times a week, every week of the school year.

- While focusing on our first domain, how to use technology, students learn:
 - To use modern software and technical tools like the Google for Education suite;
 - To responsibly use and communicate through the Internet including search engines and social media;
 - How different and innovative technologies are used across the world to create impact and change in communities and individual lives.
- Our second domain, how to think with technology, focuses on developing:
 - Problem-solving and creative thinking strategies, including Stanford d. School's design thinking protocol, and
 - Engaging in a series of engineering and design challenges that require students to work independently and in groups to solve complex problems in the physical world.
- Our third domain, how to create with technology, teaches students:
 - How to code computer programs and websites;
 - How to use graphic design tools to create digital art and stories, and
 - How to build and program robotics.

Instructional units often conclude with a culminating project that enables students to engage with real-world problems, seeing how the skills they are learning are directly applicable to their own experiences and interests. Last year, students created computer programmable choose-your-own-adventure books, built and presented digital stories about their own identities, and produced both physical and virtual games that could be published and shared with others. This year, we are expanding our projects to include maker-space inventions for a showcase, a design thinking project in which students present solutions to a problem they identify in their community, and an original mobile application prototype.

As the future becomes increasingly unforeseeable, and innovation continues to shape our world at unprecedented rates, we are confident our students will have the experiences, mental flexibility, and skills to be successful.

Section A.3.2.7: Physical Education

The physical education program emphasizes overall health and wellness by focusing on physical fitness, mental health, and nutrition. Students complete the Physical Fitness Testing (“PFT”) in 5th grade and 8th grades.

Students learn the rules of popular games and sports, and practice teamwork and problem-solving techniques that they then use during recess. They learn about how nutrients affect their body and the role of food in energy and focus.

Section A.3.2.8: Field Trips

We are committed to providing opportunities for students to learn and engage in rich experiences outside of the classroom. Each grade level has a budget for field trips throughout the school year.

We also create opportunities for students to exercise their “ACTion” with experiences such as the March on Washington, a trip to the Equal Justice Initiative Museum in Alabama, and local demonstrations in and around Vallejo.

We have built partnerships with the Oakland Zoo, The California Academy of Sciences, and the Exploratorium, where our students take annual trips based on grade level. By planning field trip experiences as a community, we ensure that our students' experiences are vertically aligned, rigorous, and well-rounded and minimize the accidental duplication of experiences over time.

Section A.3.3: Social and Emotional Learning and School Culture

Our commitment to Heart is best experienced through the variety of SEL programs across our campus. Developmentally appropriate SEL practices and strategies are incorporated into our community circles, repair circles, and relationship building initiatives. Our approach to discipline is restorative and tiered based on individual need. An SEL clinical team seeks to understand the underpinnings of behavior and assign an aligned consequence and/or intervention. Families, teachers, and external service providers make up a comprehensive team that regularly connects to solve problems and celebrate growth. The following are samples of our SEL interventions by tier.

- Tier 1 Interventions (all students):
 - Community Circles
 - Class Rights & Responsibilities
 - Cozy Corner
- Tier 2 Interventions:
 - Check in/check out
 - Daily Goals Sheet
 - Repair Circles
- Tier 3 Interventions:
 - Counseling — individual or group
 - Special Education resources
 - Collab team multidisciplinary team meetings

Section A.3.3.1: Firebirds & Assemblies

As part of ChangeMakers' commitment to creating systems of Positive Behavior Interventions and Supports, students attend weekly celebrations and quarterly assemblies.

- **Weekly Individual Celebrations**
 - Firebird compliments are written for students all week
 - A student is selected from each classroom as Firebird of the Week
 - Students meet in the front office and are celebrated as Firebirds of the week with songs, cheers, and a prize box
- **Assemblies**
 - Build an increased sense of belonging and relationships as part of a greater school community
 - Provide a public opportunity for students to showcase their talents or work
 - Build school spirit through chants and games
 - Launch schoolwide campaigns to reinforce routines and procedures
 - Celebrate the different cultures of our student body
 - Highlight positive student behavior and initiatives
 - Serve as a pep rally for assessments

Section A.3.3.2: Positive Rewards and Celebrations

ChangeMakers believes it is not enough to engage students in social-emotional learning and promote positive behavior; we also need to regularly recognize students for their growth and successes.

ChangeMakers Lower utilizes Firebird slips that are awarded by all staff and fellow students and displayed in classrooms, before weekly Firebird of the Week celebrations.

ChangeMakers Upper utilizes Dean's List (a communications app for teachers, students, and parents) as the primary means of recognizing and celebrating student success. This allows teachers to be precise and specific in their praise.

Section A.3.3.3: Mental Health Support

We also believe that social-emotional competencies are critical to student success and interweave a SEL curriculum into our academic program. We expect and support students to be their best selves and develop essential character traits such as empathy and coping with adversity that they will need to succeed in college and life. Some of the ways that we build personal strength at ChangeMakers include:

- Daily Circles in which we build relationships, develop empathy and self-regulation skills, and celebrate self and others
- Using the Toolbox curriculum¹⁶ in early years and in-house curriculum drawing from Toolbox, School Connect, Teaching Tolerance, and PBS World to teach students a set of personal tools that they can use to improve their interpersonal relationships and overall sense of inner strength and well-being. These tools are: breathing, quiet/safe space; listening; empathy;

¹⁶ For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

personal space; using our words; garbage can (i.e., don't sweat the small stuff); taking time; please-and-thank-you; apology and forgiveness; patience; and courage.

Our Social and Emotional Leads (one each at K-2, 3-5, and 6-8) are trained in social work, clinical psychology, and/or counseling. ChangeMakers has mental health therapists and a behaviorist on campus to support students with specific needs. We also partner with A Better Way to also support any students and families with greater needs.

Section A.3.3.4: Student Government

Each year, students elect the members and cabinet of their student government. This body plans and executes school culture events such as spirit week, dances, and food drives.

Section A.3.4: Staffing Plan

ChangeMakers recognizes that staffing is critical for implementing our model. Our students and families recognize and appreciate our staff, and we send a message of longevity in our community by maintaining our high-quality staff over a long period of time. We are intentional in our recruiting, staffing model, and professional development to achieve this. Staff retention has risen steadily over the years we've been in operation, with 79% teacher retention and 81% overall staff retention between 2018-19 and 2019-20, and 84% teacher retention and 87% overall staff retention between 2019-20 and 2020-21. See job descriptions for staff and teachers in Appendix A-3.

Section A.3.4.1: Our Leaders are Instructional Leaders

Our School Leaders are experienced leaders in education with a strong instructional background and a proven track record of improving student achievement. Their primary responsibility, along with our Assistant Principals and Instructional Coaches, is to support and mentor teachers.

With a large school and staff, one administrator cannot give every instructor the feedback and professional development they deserve. Therefore, we also have APs and coaches to provide consistent and ongoing support. See detailed Job Descriptions and our School Leader selection process in Appendix A-4.

The primary role of school leadership is to support and develop teachers. They provide real-time feedback to coaches and/or teachers through frequent observations and coaching sessions. Professional development is practical and focused on improving classroom instruction.

The Education Team within the School Support Organization consists of the Chief Schools Officer, Head of Teaching & Learning, Director of Special Education, and Data Lead. This team coaches and manages School Leaders, Assistant Principals, Instructional Coaches, and Program Specialists, creating a system of support and accountability in all aspects of school logistics through systems, best practices, and progress monitoring. The Education team achieves this through monthly Communities of Practice for school leaders, Assistant Principals, Instructional Coaches, Social Emotional Learning Teams, and Special Education Departments. This through-line of responsibility ensures high-quality and consistent communication and feedback.

Section A.3.4.2: We Invest in Coaching and Supporting our Teachers

ChangeMakers has recruited outstanding, committed teachers who have demonstrated leadership qualities in prior roles or expertise in their content area. We recruit for teachers with experience working with students from underserved communities and the belief that all children can achieve at high levels.

We know that great teachers have a profound impact on student achievement and investment in the school. The instructional leaders at ChangeMakers Academy use a number of different tools to provide feedback to our teachers and promote positive student outcomes. Teachers have the opportunity to receive feedback from their peers and the leadership team on their work. Each teacher also is provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, a desk, and access to high-speed Internet.

Teachers spend one half-day per week working collaboratively to plan instruction and participate in Professional Development. Teachers work on grade level and subject teams to plan curricula and rehearse lessons. All teachers have daily prep periods. They also have a stipend for external professional development if, with their coach, they identify a growth area that can best be developed through external training.

Teachers receive feedback on their instruction through at least one bi-weekly informal observation and one bi-weekly 30-minute coaching session. On Fridays, teachers engage in more common planning in addition to structured professional development. Teachers also attend two to three weeks of professional development each August, two “Data Days” to prepare for and analyze data from interim assessments and SBAC practice, and other content training throughout the year.

At the beginning of the year, we implement our six-week Strong Start Tool, a resource that helps our teachers set up their classrooms for success. Each week, the leadership team does specific walkthroughs where we provide feedback on the Tool. For struggling teachers, the leadership team hosts lesson planning and classroom management clinics. Additionally, our leadership team pushes into classrooms and provides in-the-moment feedback and modeling to our teachers to support their rapid growth.

Lastly, three formal evaluations using our Framework for Effective Teaching provide a foundation and benchmarks for continuing teacher growth. After formal evaluations, supervisors meet with each of their teachers and create performance and development goals for the next trimester.

Section A.3.4.3: We Provide Opportunities for Career Advancement

The Caliber staffing model provides opportunities for advancement for teachers in all stages of their career. Each grade level is led by a grade-level chair, who facilitates grade-level planning and supports the development of senior and associate teachers on their team. We also have content leads in ChangeMakers Upper, and stipends for those who support curriculum development. We offer opportunities for promotions to grade-level leads, Instructional Coach, Assistant Principal, and School Leader to internal candidates before seeking talent externally. One of our current School Leaders is a Founding School Leader, and the other has been a Caliber team member for three years. Three of our Assistant Principals/Instructional Coaches are internal promotions, as are all of our Grade Level Leads.

Section A.3.4.4: We Provide Professional Development

At ChangeMakers, the School Leaders and instructional leadership team plan for professional development. Strong professional development practices support the school’s mission and basic values by fostering a positive campus culture, sharing instructional practices, and encouraging individual teacher growth. Beginning with staff orientation, School Leaders and instructional leadership team ensure that teachers understand and support the school’s mission, goals, and values, emphasizing a rigorous, standards-based college preparatory program. This orientation involves specific activities designed to foster teamwork.

During the school year, staff development continues through professional development days, whole staff meetings, professional learning communities, and grade-level team meetings. Instructional foci for professional development include planning in alignment with standards and responding to data, and developing instructional strategies to better support special populations, such as students with IEPs and English Learners. Additional focus areas for professional development include Diversity, Equity, and Inclusion training, and SEL practices. Below is a chart that summarizes professional development activities by priority.

Table A.3.4.4-1: ChangeMakers Professional Development Activities

Focus Area	Professional Development Activities
Introduction to ChangeMakers Culture	Enculturation of new staff (New Staff Induction Day); Network PD Day; Pre-year orientation week; each weekly staff meeting.
Special Populations	Special Education training during orientation; special education study group; GLAD training for English Learners; Multi-Tiered System of Supports (“MTSS”) and Response to Intervention (“RtI”) training during orientation; RtI study group; opportunities to attend off-campus professional development on special populations (ELs, special education, etc.).
Common Core State Standards	Common Core overview during orientation; Common Core study group; Common Core-aligned unit and lesson planning during Friday planning sessions; additional training for grade-team leaders; Communities of Practice for school leaders, coaches, and APs
Using Data to Inform Instruction	Network Step-Back meeting with the leadership team to review data and set goals. Overview and practice during orientation (data collection and analysis); data analysis during each Friday planning session; “data days” (or half-days) to review student data in teams; data focus for teacher feedback meetings.
SEL and Restorative Justice	Frequent teacher training/consultation on community circles, SEL strategies, curriculum, and facilitation. Focus on teaching for equity and how our individual biases and experiences impact how we show up for kids. These conversations are anchored in research, article studies, circles, and dyad shares.
Diversity, Equity, and Inclusion	Reflections on our own identity, affinity groups, discussions of implicit bias, and partnerships with external partners, like <i>Overcoming Racism</i> .
General Support and Development	Setting teaching expectations for all teachers during orientation; bi-weekly observations with quick feedback.

Section A.3.4.5: Targeted Professional Development for Working with English Learners

A number of senior teachers delivering instruction in core content areas and instructional coaches hold, or are in the process of obtaining, a Guided Language and Academic Development Certificate. They have led professional development sessions for all teachers in GLAD methodology. The ChangeMakers teaching staff is given professional development in teaching English Learners in their appropriate content areas, including the balanced literacy approach, a focus on vocabulary development, and the most effective practices of SDAIE.

Section A.3.5: A Commitment to Work with Our Families

Teachers, parents, and students work together as partners. When our students come to school prepared, in uniform, and on time we know it is because of engaged and caring parents and guardians. Although it is not a requirement for admission or continued enrollment, parents are encouraged to participate in our SSC, ELAC, and Family Connection Committee. Parents are invited to volunteer for school trips, fairs, and other activities. Our PLPs and Parent Education programs provide information to help parents support their children. Parents are encouraged to meet with teachers when they receive their first and second-trimester PLPs.

We have increased opportunities for parents to participate in the LCAP process through Town Hall meetings as well as SSC/ELAC. We also added meetings prior to each Caliber Board meeting to review the materials, and have added a parent to the Caliber Board.

Section A.4: Special Populations

Changemakers' commitment to personalized, competency-based learning is especially relevant for special populations. By personalizing instruction for each student within the core curriculum, the Charter School ensures that each student is progressing towards competence on a path that is supportive of their individual needs and strengths.

The focus on personalization is inspired by generations of educators who have advocated for students with special needs. These educators realized that schools needed to take a proactive, whole-child approach to ensure that all learners received adequate support. In recent years, a focus on ensuring that students are taught in the least restrictive environment has led to an emphasis on Universal Design for Learning, a teaching model that emphasizes multiple options for student engagement and expression while ensuring high levels of rigor. The following chart shows how our model, in particular, can help special populations to achieve at high levels.

Table A.4-1: School Design Model Elements that Support Special Populations

ChangeMakers Design Element	How This Helps Special Populations Students
<p>Family Engagement: For students with Tier 3 needs, we talk with the family about the child as a whole person, not just as a student. We identify both the child’s strengths as well as any Adverse Childhood Experiences (“ACEs”)¹⁷ that may affect their experience.</p>	<p>Meetings with families when the team has identified academic, behavior, or SEL needs in students helps us improve our early identification of students who may have long-standing challenges or may need acceleration. It also helps us understand a student’s family background in order to ensure that we can a) form a close relationship with the families of our students with highest needs, whom we know will require frequent contact and b) create a plan of action for families whose students have special needs, but may, for a variety of reasons, be unable to adequately participate in the child’s day-to-day educational progress.</p> <p>At ChangeMakers, we realize that students with special needs require support from all the “influencers” in their lives, and family support is critical. Parent meetings and phone calls are some of the strategies we use to ensure that children who have special needs are surrounded by a group of adults who are coordinating a shared strategy for improvement.</p>
<p>Personalized Learning Plan: Each student has a personalized learning plan that includes holistic biographical information, a competency tracker to assess academic and personal progress, and the student’s goals and strategies.</p>	<p>The personalized learning plan is particularly helpful for students who have special needs. First, it helps give teachers background information that may inform their approach to interventions, not just for special education students but also for academically low or high achieving students as well as EL students. Second, it enables teachers to track progress quickly, using a common set of learning objectives across a given grade level. Third, because ChangeMakers Upper students interact with the plan by setting goals and strategies, it helps to give voice and choice to students with special needs, as well as improving their executive functioning skills.</p>
<p>Toolbox Curriculum¹⁸: This curriculum offers 12 tools that students can use to regulate their behavior and achieve more overall well-being.</p>	<p>Students who have special needs often manifest these needs through behavioral or interpersonal challenges. These students often feel different, left out, or ostracized, which can lead to difficulties coping with their frustration, boredom, lack of English language comprehension, etc.</p>

¹⁷ Tough, Paul. *How Children Succeed*. New York: Houghton Mifflin Harcourt Publishing, 2012.

¹⁸ For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

<p>Universal Design for Learning¹⁹: Students have opportunities to learn and prove competency in a variety of ways. For literacy and numeracy, this includes small groups, peer group, and independent learning online or offline. For Social Studies and Science, this includes project-based learning.</p>	<p>Academically low achieving students benefit from the wide variety of learning settings that ChangeMakers is designed to offer. Students who are struggling often need multiple ways to access content, and for these students, we offer a combination of whole-group, small group, and independent learning, both online and offline.</p> <p>Students with special needs also need a variety of ways to express their knowledge, and our model enables these students to express their understanding in a variety of settings — for example, some students prefer to express their knowledge through their actions rather than through words, and ChangeMakers’ projects and online curricula offer that opportunity.</p> <p>For English Learners, our project-based learning curriculum draws on resources from Project GLAD, which specializes in helping these students learn vocabulary and engage in conversation within a meaningful, engaging context.</p> <p>Of course, we help students learn to work in a variety of settings, but the first step is to help students feel that they can be successful at our Charter School. For this reason, we offer a number of settings and the ability for teachers to flexibly adjust the amount of time that students spend in each.</p>
<p>Assessment and Early Intervention: ChangeMakers uses a Multi-tiered System of Support (MTSS) approach to ensure that students who are falling behind academically are quickly identified and supported.</p>	<p>Through diagnostic assessments and regular exit tickets, quizzes, and interim assessments, we build a base of evidence to identify students who require further intervention or acceleration and can provide them with a graduated system of support.</p>

Section A.4.1: Academically Low Achieving Students

ChangeMakers sets high expectations for all students and is committed to working with those who are not meeting outcomes to help them achieve at expected levels, providing all necessary supports to help meet individual needs and achieve ambitious student goals. Students who perform below grade level, as described below, receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small group tutoring by classroom teachers; during the academic school

¹⁹ Universal Design for Learning is a scientifically valid approach to ensuring that schools meet the needs of all learners, especially those with special needs, through an inclusive environment that provides multiple means of a) recognition b) action and expression and c) engagement. For a summary of the research supporting this approach, see <http://www.udlcenter.org/research/researchevidence>.

day, all based on the specific corrective instruction plans created by classroom teachers in follow-up to each assessment and aligned with every student's personalized learning plan (see "How Learning Best Occurs" portion of the Educational Program for more information on personalized learning plans). In addition to targeted small-group and individualized interventions with educators, students not meeting outcomes have access to online intervention supports.

The identification process for students targeted for additional intervention includes, but are not limited to, students who meet the following criteria:

- Students reading one year or further below grade-level
- SBAC – ELA or Math Level 1 or 2
- MAP – lower quintile or less than average annual progress
- Parent Recommendation – written documentation referred to the Multi-tiered System of Support (MTSS) for analysis
- Teacher Recommendation – written documentation referred to the MTSS team

ChangeMakers uses a Multi-Tiered System of Support ("MTSS") approach to support students who are not able to obtain their educational benefit. This system includes the RtI system to support all students below grade level. RtI is a process by which schools are proactive and universal in assessing students' academic, behavioral, and socio-emotional development needs and providing students with timely, targeted, and effective research-based interventions. The framework has three tiers of intervention. All students receive Tier 1 support through structured and engaging classrooms, SEL curriculum and support, and frequent diagnostic assessment. Students who are not achieving sufficient progress are identified early and are proactively placed in the second tier as a way to address the issue before it becomes more severe. If this intervention does not work, the student can progress to a more intensive tier of support, which offers additional instruction and resources. MTSS teams meet regularly and are comprised of the School Leader, Assistant Principal, Instructional Coach, and Teachers.

If a student is identified as needing a Tier 2 intervention, parents are notified of the intervention their student has been enrolled in and receive progress updates in 6-week cycles. When students need Tier 3 interventions, parents are included in a Student Study Team ("SST") meeting and collaborate on the intervention selected and receive progress updates on a 6-week cycle. The SST includes the School Leader, the Special Education Program Specialist, Education Specialist teacher, classroom teacher, and the targeted student's family to determine specific interventions, classroom differentiation, individual student goals, and timeline. The designated coordinator manages the SST process.

Changemakers' MTSS framework strives to offer a comprehensive approach to helping teachers (or a teaching team) to assess, support, and monitor the progress of their students, with the support of the SEL and Special Education leadership. We use weekly or interim assessments, in addition to student coaching sessions and observational data as appropriate, to assess progress. The MTSS framework encompasses and extends ChangeMakers' data-driven, student-focused approach to instruction and student support, and encourages us to deepen coordination across our core classroom, intervention, special education, and non-academic services.

The MTSS framework promotes the support services needed for the targeted student to meet their individual goals, progress on the Interim Assessments, read at grade level, and ultimately able to meet all learning expectations without support services outside the classroom. The detailed MTSS process can be found in Appendix A-5.

Section A.4.2: Academically High Achieving Students

ChangeMakers' personalized competency-based curriculum ensures that each student excel to their fullest potential and is not held back by the limitations or needs of the rest of the class. Students achieving at the "Standard Exceeded" level on assessments and/or reading a grade level or more above their current grade is targeted to ensure they have an individualized, challenging instructional program aligned with their personalized learning plan:

- **Personalized Blended Learning Enables Acceleration:** During the personalized blended learning portion of the day, students spend substantial time dynamically grouped based on their ability, so that those achieving above grade level can continually be challenged further. Students who complete a task early have opportunities to complete challenging activities that expand the learning objective. For example, students who have completed word problems might go to a challenging station where they can create their own word problems and test them with other students. In addition, the online curriculum allows each student to progress based on their own individual ability, providing an individual pathway across content areas that reach beyond grade-level standards for increased exposure to higher-level questions and assessments.
- **Computer Science Enables Engagement:** Computer Science is a subject that is usually of particular interest to our high achieving students, who are often motivated by the complexity of figuring out how to design programs that work. Students who are academically high performing often excel in the kind of objective, logical reasoning used in computer programming. This is particularly true for students on the autism spectrum²⁰. Computer programming as a career values performance more than years of experience, allowing students to move at their own pace with increasingly complex projects.
- **Project-Based Learning Enables Leadership:** Project-based learning at ChangeMakers provides high achieving students with leadership opportunities since our projects take place in teams in which members have a variety of roles. This takes place for Social Studies and Science instruction.

If a student is identified as academically high-achieving, students are placed in an enrichment block during our designated intervention blocks. Parents are notified of the intervention their student has been enrolled in.

Section A.4.3: English Learners

ChangeMakers meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. ChangeMakers implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents, including monthly ELAC meetings. The success of our supports for our English Language Learners can be found in Section 3.3 above.

²⁰ For research on the talents of autistic children, see <http://www.scientificamerican.com/article.cfm?id=the-hidden-potential-of-autistic-kids>. The authors write, "The hidden potential of autistic people seems to fall in common areas—tasks that involve pattern recognition, logical reasoning and picking out irregularities in data or arguments. Soulieres describes working with an autistic woman in her lab who can pick out the slightest flaws in logic. "At first, we argue with her," Soulieres laughs, "but almost each time, she's right, and we're wrong."

ChangeMakers administers the home language survey upon a student's initial enrollment into ChangeMakers (on enrollment forms).

Section A.4.3.1: English Language Proficiency Assessment

All students who indicate that their home language is not English is tested on the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
 - The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA is the official score. The IA is given to students in grades K–12, whose primary language is not English to determine their English proficiency status.
 - The IA testing window is year-round (July 1-June 30). Any student whose primary language is a language other than English, as determined by the home language survey, and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.
- Summative Assessment ("SA")
 - ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
 - The SA testing window is be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA is administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

ChangeMakers notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements

under the Every Student Succeeds Act for annual English proficiency testing by identifying students who need English Learner support.

Section A.4.3.2: Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassification occurs annually in the Spring. Administrators and teachers evaluate ELPAC scores, SBAC, ICA, IABs, STEP, and MAP scores as well as teacher recommendations to determine if a student is eligible to be reclassified.

Students who are reclassified continue to be monitored for four years after reclassification through the 6-week data cycle and through PLPs.

Section A.4.3.3: Strategies for English Learner Instruction and Intervention

ChangeMakers Academy meets the academic needs of English Learners through an inclusion model, in which all students are instructed in English by subject area teachers specially trained in methods and strategies that promote both English-language acquisition and core content knowledge. ChangeMakers Academy provides English Learners with access to both Integrated ELD through the incorporation of ELD standards into all literacy content, and Designated ELD through specialized learning blocks driven by a California Department of Education-approved ELD curriculum. In addition, a number of senior teachers remain GLAD certified, leading professional development training for fellow teachers on topics including using non-verbal and context clues to identify meaning, pre-teaching background knowledge, and key vocabulary, and increasing English Learner interaction while creating a classroom climate that allows students to be comfortable taking risks. Further, all ChangeMakers instructional staff are provided with regular professional development in teaching English Learners in their respective content areas. Topics include the balanced literacy approach, key academic and content vocabulary, and a host of effective SDAIE practices.

Doing What Works²¹, a website established by the Federal Department of Education provides the following strategies proven to be highly effective in supporting English Learners that ChangeMakers implements as part of the instructional program across content areas:

- **Screen and monitor progress:** Corresponding with the ChangeMakers model of data-driven instruction, teachers analyze and identify student needs within well-developed assessments — assessing student progress frequently to develop and guide instructional plans as well as identify students in need of individual intervention as outlined in the MTSS framework.
- **Provide reading interventions:** Understanding that English Learners are often at risk for reading problems, ChangeMakers Literacy program encourages quick and frequent response to formative assessments through guided reading and small group instruction during daily literacy blocks
- **Teach vocabulary:** Vocabulary development is a critical component of overall language acquisition for English Learners. Through Guided Language Acquisition Design inspired instruction and formal vocabulary instruction during daily Literacy and Writing blocks featuring essential word lists, child-friendly definitions, and cumulative spiraling assessments, all students — especially English Learners — are exposed to authentic, language-rich classroom settings promoting the direct transfer of new vocabulary from reading to direct student implementation both orally and written.
- **Develop Academic English:** To achieve academic proficiency in all content areas, EL students must develop Cognitive Academic Language Proficiency (“CALP”) beyond the Basic Interpersonal Communication Skills (“BICS”) of social language. CALP is not limited to the content area vocabulary specific to academic subject areas, rather sophisticated use of language to carry out higher-order academic tasks critical to the mission of ChangeMakers to prepare students to get to and through college and establish themselves as educated persons in the 21st Century.

In addition to the above, to ensure all English Learners have the ability to meet these expectations, all ChangeMakers teachers utilize pedagogical strategies that “shelter” and “scaffold” both content and skills in each discipline.

- **Shelter:** The teacher introduces new content by using visual aids, music, etc. The English Learner is observed to note which topics come easily and which ones require additional support.
- **Scaffolding:** The teacher provides meaningful support and guidance needed for English Learner learning growth toward each learning objective. The teacher also uses questioning techniques to elicit experiences that relate to native culture, rephrases with words the student understands and uses pictures to adapt the questioning techniques.²²

As previously discussed, ChangeMakers personalized model is especially beneficial for English Learners. In addition to targeted small-group and individualized interventions with educators, English Learners have access to online intervention support such as Lexia. If designated by the Student Support Team or IEP, English Learners are supported through a pull-out session with the Special Education staff, and/or after school tutoring, to ensure increased exposure to personalized English language acquisition at the individual proficiency level. The goal is to provide high-quality instructional programming and services for English Learners that will allow them to achieve the same challenging academic and graduation

²¹ For more information about Doing What Works, see http://dww.ed.gov/topic/?T_ID=13

²² For more information, see <http://www.keyknox.com/esl/PDF/Best%20Practices%20for%20teaching%20the%20ELL%20student.pdf>

standards as students who are designated English proficient. Listening, speaking, reading, and writing skills are evaluated frequently through formal and informal assessments. English Learner progress is tracked by classroom teachers and discussed during weekly grade-level meetings, Professional Learning Communities (PLCs), and instructional coaching meetings to ensure English Learner progress is frequently monitored and assessed for differentiation and additional support services.

Section A.4.3.4: Monitoring and Evaluation of Program Effectiveness

ChangeMakers Academy will continue to monitor and evaluate the effectiveness of ELD programming in accordance with the California English Learner Roadmap from the California Department of Education. Key principles for monitoring and evaluation include:

- Principle #1: Assets-Oriented and Needs-Responsive Schools
 - Monitoring of parental program choice options.
- Principle #2: Intellectual Quality of Instruction and Meaningful Access
 - Achieving the Measurable Student Outcomes for English Learners such that English Learners make the same or greater annual progress as all other students enrolled at ChangeMakers, and all English Learners make at least one level of advancement in language proficiency annually, as measured by the ELPAC.
- Principle #3: System Conditions that Support Effectiveness
 - Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
 - Monitoring of student identification and placement.
 - Monitoring of availability of adequate resources.
- Principle #4: Alignment and Articulation Within and Across Systems

Pursuant to the Every Student Succeeds Act, English Learners who are Reclassified Fluent English Proficient are monitored for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. All teachers are notified annually of all English Learners in their classrooms, including RFEP students. Teachers monitor student progress through frequent data reviews and access a Multi-Tiered System of Support if any academic or language development concerns are identified. Additionally, the school leadership team reviews the progress of all English Learners and RFEP students at least once per year to inform programmatic changes in an effort to provide improved support for this group of students. ChangeMakers prepares a report on the number and percentage of English Learners who exit the language instruction educational programs based on their attainment of English language proficiency, and the number and percentage of English Learners meeting challenging state academic standards for each of the 4 years after such children are Reclassified Fluent English Proficient, in the aggregate and disaggregate (at a minimum) by English Learners with a disability.

Section A.4.4: Special Education Students

ChangeMakers maintains high expectations for all students, including those with identified special education needs. To ensure effective implementation of Special Education services, we hire staff with the appropriate Special Education credentials and experience to oversee and implement our program. We serve a special education population similar to that of Vallejo City Unified School District elementary and middle schools in Vallejo. According to the California Department of Education, our Special Education population was 11.3% in 2018-19; 11.4% of all K-8 students attending Vallejo City Unified School District were classified as Special Education students as of 2018-19.

Our Special Education Program Specialist is responsible for overseeing IEPs and the IEP process, and implementing or coordinating the service needs for students in special education. ChangeMakers hires Education Specialist Teachers (“ESP”) by the demand of the service minutes on the student’s IEPs. Group instruction will not exceed a ratio of 10 students per group to one teacher for Mild/Moderate and five students per group to one teacher for Moderate to Severe. In addition, ChangeMakers also hires Special Education Paraprofessionals as necessary to support students requiring one-to-one services, as well as to ensure the above referenced ratios. ChangeMakers employs a full-time Speech Pathologist (and supplement if necessary with online speech therapy with qualified Speech Pathologists) as well as Mental Health providers to meet IEP compliance and service minutes for students in special education and the tiered interventions. ChangeMakers provides specialized academic instruction, intensive individual services, language and speech services, adapted physical education, health and nursing, assistive technology services, occupational therapy, physical therapy, individual counseling, counseling and guidance, social work services, behavior intervention, specialized services for low-incidence disabilities, interpreter services, audiological services, specialized vision services, orientation and mobility, and Braille transcription.

We employ a full continuum of services, depending on the needs of students and/or contract with outside agencies to provide the services required by the IEP.

Our primary model of special education is for students to be with their peers to gain educational benefits to be successful in their educational career. Students with IEPs receive additional in-class support, out-of-class support, accommodations, and/or modifications to enable them to meet high standards of achievement. Accommodations include adjustments to instructional structures and delivery methods while ensuring students achieve competency in the same skills and content. ChangeMakers occasionally onboard students with significant IEP needs that cannot be met with our core program. While we remain committed to an inclusion model, if a student arrives at ChangeMakers with a previous Special Day Class placement or 1:1 minutes that exceed two hours per day, it may be necessary to provide an interim space that focuses on skill development and academic remediation to support their eventual transition to the mainstream. The structure of this class and students’ individual schedules therein are designed by the Special Education Team and are reassessed on the same timeline as the MTSS cycle. Students with higher needs who require Special Day Class support experience a variety of small group intervention, one-on-one support, leveled software practice, and mainstream class time throughout a typical day. Those students requiring life skill training, per their IEP, are provided these additional services with the Special Day Class setting.

As described previously (see the introduction to the section on Special Populations), ChangeMakers’ personalized learning ensures that each student is progressing toward competency on a path that is supportive of their individual needs and strengths. Our support structure for special education students includes:

- Home visits when student need is identified: In which we identify special education students who need additional support in order to a) build a close relationship with the families of these students and b) plan in-school support services.
- Creation of a personalized learning plan: To compile biographical information, track progress against standards, and allow students and teachers to set goals.
- Use of a MTSS system: Ensuring that students who are struggling are a) identified early and given fast but moderate intervention – Tier 1 b) monitored for progress and c) either given more intense intervention – Tiers 2 and 3 or d) removed from intervention, if progress is observed and the support is no longer needed. In addition, classroom instruction itself differs. Specific

examples of how instruction may be differentiated to meet the needs of all special education students include:

- Size: Adapting the number of items the student is expected to learn or complete, or adjusting the amount of information that a student is provided at one time.
- Time: Extending the amount of time the student has to complete a task or demonstrate competence.
- Input: Adapting the way instruction is delivered by using a variety of strategies and materials. ChangeMakers' personalized blended learning model enables students to access content via whole group, small group, and independent learning, both online and offline.
- Output: Adjusting the type of work the student produces, such as changing an assignment to a project, task, or presentation for a student whose disability makes written expression difficult.
- Level of support: Increasing the amount of individualized assistance the student receives during a given task.
- Participation: For students whose disabilities are intertwined with self-esteem issues, allowing for less public forms of participation to prevent the student from shutting down to learning.

Section A.4.4.1: SELPA Membership

ChangeMakers shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). In addition, ChangeMakers shall comply with any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR") as well as applicable County and Special Education Local Plan Area ("SELPA") guidelines.

ChangeMakers shall be its own local education agency ("LEA") member of a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is currently a member of the El Dorado County ("EDCOE") Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District and the SELPA before June 30th of the year before services are to commence. A change in LEA status or SELPA membership shall not require a material revision of this charter. The Charter School shall provide evidence of SELPA membership to the District no later than 30 days prior to the commencement of instruction or as otherwise agreed upon between the parties.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

The Charter School may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section A.4.4.2: Section 504 of the Rehabilitation Act

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

A 504 team is assembled by the School Leader or the 504 Coordinator in Upper or Lower and shall include the parent/guardian, the student (where appropriate) and other qualified persons, such as the Special Education Program Specialist, Education Specialist (“ESP”) teacher, teachers, and SEL Leads and aides, all of whom are knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student’s existing records, including academic, social, and behavioral records, and is responsible for determining to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA and has a medical disability that the team feels it is impeding the student’s educational benefit, though found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education must have a copy of the student's 504 Plan. The 504 coordinators ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, necessary modifications to the plan, and continued eligibility.

See Appendix A-6 for the Section 504 Policy and Process.

Section A.4.4.3: Services for Students under the IDEA

ChangeMakers is a member of the EDCOE SELPA. ChangeMakers provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

ChangeMakers provides services for special education students enrolled in ChangeMakers. ChangeMakers follows SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

ChangeMakers agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow SELPA access to Charter School students, staff, facilities, equipment, and records as required to fulfill all SELPA obligations or imposed by law.

ChangeMakers makes the following assurances:

- **Free Appropriate Public Education:** ChangeMakers assures that a free appropriate public education shall be provided to all enrolled students, including children with disabilities and students that have undergone disciplinary actions deemed appropriate by school leaders as per the Education Code.
- **Child Find:** ChangeMakers assures that all students with disabilities are identified through the proper evaluations designated by EDCOE and in accordance with the policies and procedures of the SELPA.

ChangeMakers shall have the responsibility to identify, refer, and work cooperatively with Charter School students who have or may have exceptional needs that qualify them to receive special education services.

ChangeMakers implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil can be referred through the MTSS where tiered six-week intervention cycles have been provided, and data collection shows that there has not been significant progress made from those interventions to help support the student reach their educational benefit. A pupil can also be referred by a parent.

ChangeMakers follows SELPA child-find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

- **Full Educational Opportunity:** ChangeMakers assures that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment:** ChangeMakers assures that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This is addressed through the use of accommodations and modifications and services in the general education environment in accordance with each student's IEP.
- **Individualized Education Program:** ChangeMakers assures that an IEP is developed, reviewed, and revised for each eligible student under the IDEA.
- **IEP Meetings:** ChangeMakers shall arrange and provide notice for the necessary IEP meetings. IEP team membership shall comply with state and federal law.

ChangeMakers shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leaders and/or a designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at ChangeMakers and/or about the student.

ChangeMakers shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, education specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

- **IEP Development:** ChangeMakers understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.
- **IEP Implementation** ChangeMakers shall be responsible for all school site implementation of the IEP. As part of this responsibility, ChangeMakers shall provide parents with timely reports on the student's progress as provided in the student's IEP, as frequently as progress reports are provided for ChangeMakers' non-special education students.

ChangeMakers shall also provide all home-school coordination and information exchange.

ChangeMakers shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

- **Assessments:** The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code.

ChangeMakers determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

ChangeMakers shall obtain parent/guardian consent to assess Charter School students.

ChangeMakers assures that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student's parents or teacher. Parents

receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.

- **Confidentiality and Procedural Safeguards:** ChangeMakers ensures that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure, and destruction stages. In addition, students and their parents shall be provided with written procedural safeguards throughout the identification evaluation and placement process and provisions for a free appropriate public education. The full Notice of Procedural Safeguards provided to parents at every IEP team meeting is attached as Appendix A-7.
- **Personnel Standards and Staffing:** ChangeMakers will continue to attract, recruit, and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities, as required by Education Code and the IDEA. Professional development opportunities will continue to include annual special education compliance training as well as weekly training to maximize teacher effectiveness in working with special needs students and ensuring each child's IEP is fully implemented successfully. Charter School staff shall participate in SELPA in-service training relating to special education.

ChangeMakers is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and education specialists.

ChangeMakers shall assure that all special education staff hired or contracted by ChangeMakers are qualified pursuant to SELPA policies, as well as meet all legal requirements.

ChangeMakers shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

- **State Assessments:** ChangeMakers assures that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the CAASPP and the California Science Test ("CAST").
- **Notification and Coordination:** ChangeMakers shall follow SELPA policies as they apply to all SELPA schools for responding to the implementation of special education services.

ChangeMakers will continue to adopt and implement policies relating to all special education issues and referrals.

- **Identification and Referral:** ChangeMakers shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. ChangeMakers shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

ChangeMakers shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the

case that general education interventions do not provide a free appropriate public education to the student in question.

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ChangeMakers from a district-operated program under the same special education local plan area of ChangeMakers within the same academic year, ChangeMakers shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and ChangeMakers agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ChangeMakers with an IEP from outside of California during the same academic year, ChangeMakers shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ChangeMakers conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ChangeMakers, and develops a new IEP, if appropriate, that is consistent with federal and state law.

- **Non-Public Placements/Non-Public Agencies:** ChangeMakers shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. ChangeMakers shall consult with the parent/guardian and the SELPA in this selection and oversight.
- **Non-discrimination:** It is understood and agreed that all children will continue to have access to ChangeMakers and no student shall be denied admission nor counseled out of ChangeMakers due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.
- **Parent/Guardian Concerns and Complaints:** ChangeMakers shall adopt policies for responding to parental concerns or complaints related to special education services. ChangeMakers shall receive any concerns raised by parents/guardians regarding related services and rights.

ChangeMakers' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

- **Due Process Hearings:** ChangeMakers may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, ChangeMakers shall defend the case.
- **SELPA Representation:** ChangeMakers' understanding shall represent itself at all SELPA meetings.

- **Funding:** ChangeMakers understands that it is subject to the allocation plan of the SELPA. In addition, ChangeMakers shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by the EDCOE SELPA.

ChangeMakers will continue to develop an annual budget, hire necessary staff, contract for appropriate services, and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

ChangeMakers will continue to work with EDCOE to provide professional development that builds the capacity of the special education and general education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements, and use of instructional data. In addition, all staff members are be provided annual professional development about practices that support the needs of special education students in the least restrictive environment, including differentiation modeling for both instruction and independent work, time allotment modifications, and venues of participation that accommodate all students, especially those with special needs as deemed by their IEP, 504, and/or SST support plan.

Section A.5: Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of ChangeMakers' annual goals, actions and outcomes, both schoolwide and for each subgroup of pupils, in the eight (8) state priorities identified as described in Education Code Section 52060(d), can be found in ChangeMakers' Local Control and Accountability Plan ("LCAP"), pursuant to regulations and templates adopted by the State Board of Education, attached as Appendix A-8.²³ Details for our LCAP process and results can be found in Element B: Measurable Student Outcomes below.

²³ As a result of the COVID-19 pandemic, ChangeMakers was not able to update its LCAP in June 2020 as it normally would have. We expect to resume our annual LCAP planning process and publish a revised LCAP in the spring of 2021.

Element B: Measurable Student Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

ChangeMakers has clearly defined schoolwide outcomes and goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d). These goals are informed by and aligned with the eight state priorities and the state and local indicators published in the California School Dashboard.

These goals and the metrics by which we measure our progress towards achieving them are incorporated into the LCAP that ChangeMakers reviews, updates, approves, and publishes each year. Preparations for the school's LCAP begins in the previous winter, where the Board and leadership review progress from the previous year and outline goals for improvement. Over the course of the spring, the LCAP is iterated upon regularly and presented to the Board for feedback before approval before the end of the fiscal year. This way, school leaders have ample time over the summer to plan around LCAP goals.

The ChangeMakers LCAP provides a reasonably comprehensive description of ChangeMakers' goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant pupil subgroups,²⁴ in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). The most recent LCAP from 2019 is available in Appendix A-8.

The LCAP is informed by Caliber's Healthy Schools Framework, which outlines Six Essential Questions that we consider in determining the overall health of each of our schools, including ChangeMakers. They are:

Caliber's Six Essential Questions:

1. Does our network demonstrate the core SEL competencies?
2. Does our network deliver academic growth and achievement for our students?
3. Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?
4. Does our network promote equity and achieve equitable outcomes?
5. Is our network financially and operationally sound?
6. Are we the (F.A.C.E.) of Caliber?

Each of the essential questions includes a description of the metrics we use to evaluate them, and those metrics directly correlate to the California State's Dashboard for school outcomes. We consider the HSF and the LCAP to be our guiding principles throughout the school year. The Healthy Schools Framework can be found in Appendix B-1.

²⁴ For purposes of measuring the achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils (except foster and homeless youth), each of whom has a valid test score.

While the specific targets that are included in the Charter School's LCAP will vary somewhat from year to year, it is our intention that the overall goals and expected annual outcomes will remain relatively consistent over the next five years.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" pursuant to Section 47607. Actions intended to ensure that ChangeMakers meets these goals and targets are delineated throughout this charter petition.

Element C: Assessment of Student and School Outcomes

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

Section C.1: Assessments

Caliber utilizes a comprehensive range of assessments to monitor pupil progress across grade level subjects and competencies, including state summative, diagnostic, interim, and formative assessments.

- **State Summative Assessments.** Caliber administers the Smarter Balanced Assessment Consortium Tests, assessing grade-level mastery in English Language Arts and Math as well as the California Science Test in Science; the California Alternate Assessment in those same subjects as appropriate for Special Education students per IEP specifications and the ELPAC, by which students demonstrate progress towards English proficiency.
- **Diagnostic Assessments and Growth Measures.** Caliber is using the Northwest Evaluation Association (“NWEA”) MAP assessments at the beginning of the year to help teachers understand the baseline achievement of their students, along with specific areas of strength and weakness. To formally assess whether students are on track during the year, we anticipate administering the NWEA assessment two to three times annually. STEP reading assessments are administered at least three times per year to assess the reading level of students in Grades K-5. SBAC Interim Assessments are administered one to two times per year, depending on grade level. Additionally, on-going assessments provided by student academic software provide a wide range of data.
- **Interim Assessments.** Caliber administers interim assessments every six weeks to ensure students are making progress towards competency. The School Leaders and Assistant Principal lead an annual process for creating and revising interim assessments to ensure they are standards-aligned and mapped to the SBAC. Data reports are used by teachers and administrators in regular cycles of inquiry and re-teaching after each assessment. Performance cut-points on these assessments are recalibrated each year based on prior-year correlation with SBAC scores so that the results can be used to predict Summative SBAC performance.
- **Formative Classroom Assessments.** Teachers administer and utilize assessment data daily through reports from online learning providers and just-in-time tools such as exit tickets.

Table C.1-1 provides an overview of the assessment tools, and timelines that we employ to measure pupil progress in meeting the outcomes delineated in the LCAP and referenced in Element B of this renewal petition.

Table C.1-1: Caliber Assessments by Content Area and Grade

Assessment	Purpose	Grade	Timeline
English Language Arts			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily
Interim SBAC Assessments	Measure competency against standards	3-8	Beginning of school year (diagnostic) and mid-year
STEP Reading Assessment	Measure student growth in reading (decoding & comprehension)	K-5	At least 3x/ year (beginning, middle, end-of-year)
Summative SBAC Assessment	Statewide Criterion-Based Assessment	3-8	Annually (within state-determined testing window)
Measures of Academic Progress (NWEA MAP)	National norm-referenced test	K-8	3x/ year
Mathematics			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily
Interim SBAC Assessments	Measure competency against standards	3-8	Beginning of school year (diagnostic) and mid-year
Summative SBAC Assessment	Statewide Criterion-Based Assessment	3-8	Annually (within state-determined testing window)
Measures of Academic Progress (NWEA MAP)	National norm-referenced test	K-8	3x/ year
Social Studies			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily
Science			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily
California Science Test (CAST)	Statewide Criterion-Based Assessment	5,8	Annually (within state-determined assessment window)
English Language Learning			
English Language Proficiency Assessments for California (ELPAC)	Measure English language development	K-8	Upon enrollment and annually thereafter
Special Education			
IEP (individualized Education Program) Goal Metrics	Measure student progress toward individualized goals	K-8	Review of goals & metrics 3x/ year

Section C.2: Use and Reporting of Data

As discussed in the Educational Program element, a primary focus of staff support and development is around data-driven instruction. Teachers engage in weekly planning meetings to examine student evidence of learning to adjust instruction. School Leaders and Instructional Coaches work closely with teachers by observing these planning meetings and reviewing student work alongside teachers to increase their capacity around data analysis and action planning.

Caliber uses a student information system as a common platform for student data collection, analysis, and dissemination.

Student progress towards skill competence is documented in each student's Personalized Learning Plan (examples of Personalized Learning Plans can be found in Appendix A-1). Students review this data frequently in one-on-one sessions with their teacher. We view parents as critical partners who must also have frequent access to student data. Parents participate in parent-teacher conferences and are invited to frequent school assemblies where they have the opportunity to view student work. Families who are unable to visit the Charter School are invited to participate in telephone conferences, video conferences, or teachers make home visits as needed. Additionally, student-level data is accessible for parents online so they can review at home and discuss with their child. Families who do not have access to the internet at home are invited to use computers at the Charter School.

The Charter School publishes student results annually through the SARC, in compliance with the California Constitution, Education Code, and ESSA.

SSO Leadership and School Leaders also report key data annually to the Caliber Board.

Element D: Governance and Legal Issues

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

Section D.1: Legal Affirmations

ChangeMakers will continue to be non-sectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, sexual orientation, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220, including immigration status.

ChangeMakers and Caliber Public Schools will comply with all applicable federal, state, and local laws. Caliber Public Schools will retain its own legal counsel when necessary. Caliber Public Schools will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers' compensation, and unemployment insurance policies.

ChangeMakers will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Caliber Public Schools. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

ChangeMakers, the Caliber Board, any administrators, managers or employees, and any other committees of the Charter School will comply with applicable federal, state, and local laws, and nonprofit integrity standards, regarding ethics and conflicts of interest.

Caliber Public Schools is solely responsible for the debts and obligations of ChangeMakers.

Section D.2: Legal Structure

ChangeMakers is a directly funded independent charter school and is operated by Caliber Public Schools, a California non-profit public benefit corporation with 501(c)(3) tax-exempt status. Caliber Public Schools has a School Support Organization ("SSO") that provides many of the same services to ChangeMakers and its other school(s) that other charter management organizations provide for the charter schools in their networks (see Section D.4 below for more details). It is the responsibility of Caliber Public Schools to be accountable to the State of California and VCUSD for the governance and operations of ChangeMakers. Caliber Public Schools exists to ensure that ChangeMakers adheres to this charter and that the Charter School has the resources and supports necessary to be successful. The Board of Caliber Public Schools governs ChangeMakers.

Caliber Public Schools is a duly constituted California Nonprofit Public Benefit Corporation and operates in accordance with applicable California corporation law. Please refer to the appendices for Caliber Public Schools organizational documents, including articles of incorporation (Appendix D-1), bylaws

(Appendix D-2), conflict of interest code (Appendix D-3), and IRS confirmation of 501(c)(3) status (Appendix D-4).

A description of the roles and responsibilities of the Caliber Board is found below.

Section D.3: Board of Directors

ChangeMakers is governed by the Caliber Public Schools Corporate Board of Directors (the “Caliber Board”). The Caliber Board shall be ultimately responsible for the operation and activities of the Charter School. The Caliber Board shall be governed in accordance with its corporate bylaws, which shall be consistent with this charter, the Charter Schools Act, and all other applicable laws.

The Caliber Board’s primary methods for executing its responsibilities are to create, adopt, and monitor a long-term strategic plan and associated budget, and to employ and evaluate the leadership of Caliber Public Schools.

The Caliber Board holds public meetings in accordance with the Ralph M. Brown Act and Education Code Section 47604.1(c). Parents and members of the public are invited to attend or join public board meetings in person at a school site or via a free conference line. Caliber Board members support the mission of Caliber Public Schools and serve voluntarily.

Caliber Public Schools will continue to seek to ensure that its board members represent a broad range of expertise. Caliber Public Schools will continue to ensure that the Caliber Board includes members with expertise in educational programs, school administration, real estate, law, finance, corporate structure, education technology, management, accounting, legal compliance, leadership, and fundraising. New directors will be recruited and nominated by the governance committee or the entire Caliber Board.

In accordance with Education Code Section 47604(c), Caliber Public Schools’ bylaws permit one representative of the District to serve on the Caliber Board, should the District choose to appoint one. If the District chooses to do so, the Caliber Board may appoint another director to ensure that the Caliber Board is maintained with an odd number of directors. The District representative will help to facilitate communication and mutual understanding between Caliber Public Schools and VCUSD.

In accordance with the Caliber Public Schools bylaws, the Caliber Board consists of at least three directors and shall not exceed thirteen directors. The Caliber Board currently has seven directors. This number allows for sufficient expertise and the population of committees, while also ensuring the size is manageable for making strategic decisions. Each director serves a three-year term. Terms will be staggered to ensure that at any given time, no more than one-third of the Caliber Board has less than one year of experience on the Caliber Board. Directors may not serve more than two consecutive terms unless approved by 2/3 of the Caliber Board.

The current members of the Caliber Board and their current terms are indicated in the Term Expiration Dates chart below. As noted above, each of these Directors shall have experience in one or more areas critical to charter school success: educational programs, school administration, real estate, law, finance, corporate structure, education technology, management, accounting, legal compliance, leadership, or fundraising.

Table D.3-1: Caliber Director Term Expiration Dates

Member	Position	Term Expires
Jennifer Moses	Chairperson	2021 (December)
Ron Beller	Secretary	2020 (December)
Jonathan Mariner	Treasurer/CFO	2020 (December)
Robin DeGracia	Parent Representative	2020 (December)
Tony Adams	Board Member	2021 (December)
Carolyn Hack	Board Member	2021 (December)
Nolan Highbaugh	Board Member	2023 (December)

Section D.3.1 Roles and Responsibilities of the Board

The Caliber Board’s primary responsibility is to help set policies and guide the leadership team of Caliber Public Schools. The Caliber Board is empowered to:

- Ensure that all of Caliber’s schools, including ChangeMakers, adhere to the goals outlined in their charters, as well as state and federal guidelines and other Caliber Public Schools policies;
- Hold the SSO (as defined below) and School Leaders accountable for academic performance;
- Provide support to Caliber for fundraising, marketing, and other services as needs arise;
- Define and refine Caliber Public Schools’ mission, vision, and strategic direction;
- Ensure effective organizational capacity and planning;
- Ensure adequate resources and the effective management of those resources;
- Enhance the organization’s public standing;
- Ensure fiscal, legal, and ethical integrity and maintain accountability;
- Recruit and orient new Caliber Board members; and
- Assess the Caliber Board’s performance.

The Caliber Board will meet at least quarterly. Meeting notices and agendas will continue to be posted in compliance with the requirements of the Brown Act. Approved minutes from the previous Caliber Board meeting are available in the SSO office and on the Caliber website. The Caliber Board Secretary will continue to be responsible for recording governing board actions. For more information about the Caliber Schools Board of Directors, including Board Member bios, please visit caliberschools.org.

The Caliber Board will continue to comply with all federal, state, and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act, the Political Reform Act, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

Caliber Public Schools has adopted a Conflict of Interest Code, included in Appendix D-3, which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated

with any charter school-specific conflicts of interest laws or regulations.²⁵ Because Caliber Public Schools oversees schools in multiple counties, its Conflict of Interest Code is submitted to and approved by the Fair Political Practices Commission (“FPPC”). Caliber Public Schools will retain its own legal counsel when necessary and will purchase and maintain, as necessary, general liability, officers and directors, property, workers compensation, and unemployment insurance policies.

Caliber Public Schools may initiate and carry out any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

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

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

The Caliber Board attends an annual in-service session for the purposes of training individual board members on their responsibilities with topics to include at a minimum Conflicts of Interest and the Brown Act.

Section D.3.2 Board Committees

The Caliber Board anticipates having three standing committees with the following responsibilities:

- Academic Affairs Committee: Responsible for overseeing the academic programs and results at Caliber’s schools;
- Finance and Audit Committee: Reviews budget proposals and year-to-date expenses and revenues, recommends an auditor, reviews the annual audit, and reports to the full Caliber Board on financial matters;
- Governance Committee: Responsible for Caliber Board recruitment and development.

The Caliber Board may also appoint advisory committees composed of staff, parents, community members, or other members of the public with varying areas of expertise.

²⁵ The Caliber Public Schools Board approved an amended version of the Conflict of Interest Code in June 2020. The new version has been submitted to the FPPC for review and approval. The revised Code will be formally in effect once that process is completed. The Code submitted in Appendix D-3 is the new Code that we anticipate will be in effect at the beginning of the proposed charter renewal term.

Section D.4: Charter Management Organization

ChangeMakers is a member of the Caliber Public Schools network. The Caliber Public Schools network provides support to all of Caliber's charter schools through its School Support Organization team. All charter schools in the network receive support and services from the SSO in exchange for a fee. Services include:

- Hiring School Leaders for each of Caliber's schools
- Holding School Leaders of ChangeMakers accountable for the academic and fiscal performance of the Charter School
- Recruiting school staff jointly with School Leaders
- Advocating on behalf of ChangeMakers by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education
- Providing training and support for School Leaders, Operations Leads, and other school staff
- Developing training materials to be used by School Leaders and Operations Leads at each school site
- Providing technical support, including on-site tech support staff, network support, and hardware and software procurement, installation and maintenance
- Providing enrollment services
- Overseeing real estate projects
- Providing procurement services
- Providing budgeting and financial reporting support
- Managing compliance activities, in conjunction with School Leaders
- Fundraising
- Management of data and analytics
- Leading innovation and curriculum development
- Developing assessment rubrics

The School Leaders at each Caliber School have responsibility for the execution of the academic and socio-emotional program, developing relationships with parents, enrollment, relationships with the District and community groups, and supervision of school-based employees.

Section D.5: Parental and Community Involvement

Teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership, and ChangeMakers involves parents as key stakeholders in the Charter School.

Parents and families of Caliber students have ongoing opportunities to communicate and engage with school leadership and the Caliber Board. There is a Caliber Board seat specifically reserved for a parent representative, and the Caliber Board may also invite parents to join advisory committees of the Caliber Board. Before each Board Meeting, the Executive Director of Caliber holds a “Pre-Board Meeting Chat,” which is open to all parents. Additionally, all regular and special board meetings are open meetings, as called for in the Brown Act. Parents are notified of meeting times and locations so that they may attend to offer public comments to the Caliber Board, offer feedback about ChangeMakers, or make suggestions for board action on items being discussed by the Caliber Board.

ChangeMakers has formed a Family Connections Committee (“FCC”) group (see details below under “Parental and Community Involvement”) to involve parents and members of the community in the operation of the Charter School. The group meets regularly with the School Leaders and Assistant Principals. This group is responsible for representing the collective needs of families and caregivers with school leadership, as well as serving in a liaison role to support families and caregivers with individual needs. The FCC assists school leaders, students, and families with activities such as fundraising events, community events, community outreach, resource development, extracurricular programs, and community service projects. Feedback from the parent councils at each charter school in the Caliber Public Schools network is communicated to the Caliber Board through the School Leaders and SSO team.

Caliber conducts an annual parent satisfaction survey. The results of this survey are evaluated by the Caliber Board and shared publicly with the parent community.

ChangeMakers encourages active participation from families through a variety of touchpoints throughout the school year. Examples include:

Table D.5-1: Parent Communication and Involvement

Parent Communication and Involvement Activity	Who is Responsible
Family orientation sessions before the school year start (typically this is the spring before the new school year)	School Leaders
Family Compact with each parent/guardian	Teachers, Families, Students
At least two teacher/family conferences each year	Families/Guardians, Teachers, Students
Frequent meetings with parent groups	School Leaders and Assistant Principals
Weekly newsletters to all families in English and Spanish	School Leaders, Office Manager
Trimester PLPs	Teachers, School Leaders

Additionally, ChangeMakers encourages active volunteering by each family each year, although no parent or caregiver is required to volunteer, and no student is denied admission or continued enrollment if their family does not volunteer. ChangeMakers provides a variety of opportunities to match with family members' different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending Parent-Teacher Partnership meetings, serving on parent committees, fundraising, and communicating with other parents. Caliber appreciates that each family contributes according to their abilities and ChangeMakers is welcoming to all families, including those for whom volunteering is more challenging due to personal circumstances.

Building strong links with the local community is critically important to Caliber's success. Over the course of its initial charter term, ChangeMakers has built a number of community partnerships including:

- Bay Area Community Resources, Inc. ("BACR"): The Charter School partners with BACR to provide after school care for ChangeMakers students
- Berkeley Chess Club: Provides ChangeMakers students chess experience one time per week

Caliber will continue to create opportunities to involve members of the community in supporting the Charter School. The Charter School's volunteer program may be composed of community members, the business community, college students, middle school students, and parents. Volunteers can perform duties that include small group tutorials, support for field trips and other extra-curricular activities, and career days.

Element E: Employee Qualifications

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

Section E.1: Certification

ChangeMakers conforms to Education Code Section 47605(I), which requires that all charter school teachers shall hold the Commission on Teacher Credentialing certificate, intern credential, permit, or other certification required for the teacher's certificated assignment. Caliber employs teachers at the Charter School who are well qualified and fully compliant with applicable ESSA requirements. Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. ChangeMakers maintains a current copy of teacher certificates on file and ready for inspection. The School Leaders monitor the credentials and ensure that the necessary documentation is on file. ChangeMakers may also employ or retain non-certificated instructional support staff at the Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the Charter School's rigorous academic environment. Instructional support staff do not assign grades or approve student work assignments without the approval of a teacher. Job descriptions for teachers, administration, and staff are included in Appendix A-3.

Section E.2: Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day and year, and continue their professional development during the Charter School's professional development days. Additionally, all staff must meet any additional guidelines and standards set by ChangeMakers and Caliber Public Schools.

All ChangeMakers faculty must:

- Abide by federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol, tobacco, or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in this charter.
- File necessary reports of suspected child abuse.

Section E.3: Hiring Procedure

The Charter School recruits teachers through various channels, including Education Week, Teach for America, EdJoin, the Caliber Public Schools website, and graduate schools of education.

Each applicant will undergo formal interviews to ensure that they meet the requirements of the role as described below and that their values are aligned with the Caliber educational philosophy. Prospective teachers will develop a project-based unit to demonstrate their understanding of the subject matter. The School Leaders will be responsible for the final hiring decision.

All faculty and staff undergo fingerprinting and a criminal background check and to be conducted by the California Department of Justice and the Federal Bureau of Investigations, as well as a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization. For medical safety, all staff must have medical clearance, including proof of medical examination and tuberculosis (“TB”) risk assessment and (if necessary) exam.

Section E.4: Compensation

Teachers are the core of Caliber’s success. It is, therefore, essential that teachers are supported, developed, and well-compensated. The Charter School offers competitive salaries, and compensation is determined individually based on teaching experience, education, responsibilities undertaken, and by agreement with the teacher.

It is Caliber’s belief that full-time teachers are, and should be treated as, professionals and, as such, are not hourly employees. In addition to salary, teachers are offered a competitive benefits package. Salary and stipends will be outlined in formal employment offer letters signed by ChangeMakers and the employee. Standards of professional conduct will be clearly explained in the Employee Handbook (attached as Appendix E-1), which is reviewed and updated to reflect current law and best practices annually.

Section E.5: Staff Roles and Responsibilities

Section E.5.1: School Leaders

The School Leaders, one each at ChangeMakers Upper and ChangeMakers Lower, shall meet, at a minimum, the following qualifications:

- A Bachelor’s Degree (graduate degree preferred);
- A minimum of three years’ experience working in an instructional capacity at a public or private school;
- A minimum of two years’ experience in a leadership capacity at a public or private school;
- Demonstrated experience working in a supervisory role;
- A dedication to the ChangeMakers instruction model and philosophy.

School Leaders coordinate all campus-level planning and decision making that involves ChangeMakers' professional staff, parents, and community members. While serving as general managers of their entire programs, the School Leaders' primary roles are to serve as instructional leaders of ChangeMakers Upper and ChangeMakers Lower. They spend significant time in classrooms supporting and mentoring coaches and teachers. As described below, ChangeMakers' staffing model ensures that the School Leaders have sufficient operational support on campus to enable them to focus on instructional leadership.

Section E.5.2: Teachers

The Charter School shall ensure that teachers in the Charter School, including Educational Specialist Teachers, hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Caliber Public Schools may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. Caliber shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. (Education Code Sections 47605(l) and 47605.4)

Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in ChangeMakers' operational policies. ChangeMakers maintains a current copy of teacher certificates on file and ready for inspection. Caliber's Head of Human Resources will continue to monitor the credentials and ensure that the necessary documentation is on file. ChangeMakers may also employ or retain non-certificated instructional support staff at ChangeMakers in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in ChangeMakers' rigorous academic environment. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher.

Teachers are responsible for the learning and growth of each student that they teach. Teachers work collaboratively with their grade level colleagues, planning curriculum, and owning the achievement of every student. They are expected to lead engaging, personalized, and reading-intensive lessons that integrate our four pillars: Heart, Smart, Think, and Act. ChangeMakers teachers use data to drive their instruction, consistently assessing and reassessing student learning to ensure each child's personalized learning plan addresses their unique needs and goals for growth while also evaluating the student groupings across their classes and adjusting as necessary. Teachers support students' holistic development by implementing social-emotional programming, including Restorative Justice, Mindfulness, and Positive Behavior Intervention Supports (PBIS). Teachers engage deeply in professional learning through weekly professional development, Professional Learning Communities, and biweekly individual coaching with a member of the school administrative team.

Section E.5.4: Other Key Leadership Roles at ChangeMakers

Other Key roles at ChangeMakers include:

- **Assistant Principals**, who shall meet, at a minimum, the following qualifications:
 - A Bachelor's Degree (graduate degree preferred);
 - Three years' experience working in an instructional capacity at a public or private school; and
 - A dedication to ChangeMakers' instruction model and philosophy.
- **Instructional Coaches**, who shall meet, at a minimum, the following qualifications:
 - A Bachelor's Degree (graduate degree preferred);
 - Three years' experience working in an instructional capacity at a public or private school; and
 - A dedication to ChangeMakers' instruction model and philosophy.
- **Special Education Program Specialist**, who shall meet, at a minimum, the following qualifications:
 - A Bachelor's Degree (graduate degree preferred);
 - Three years' experience working in an instructional capacity at a public or private school; and
 - A dedication to the ChangeMakers' instruction model and philosophy.
- **Operations Lead**, who shall meet, at a minimum, the following qualifications:
 - A Bachelor's Degree;
 - Prior work or volunteer experience in an educational environment;
 - Demonstrated experience working in a supervisory role; and
 - A dedication to the ChangeMakers' instruction model and philosophy.

Section E.5.5: Other Staff at ChangeMakers

Other staff at ChangeMakers include:

- **Social and Emotional, Clinical, and Special Educational Specialists** who provide mental health and other special education services and shall meet, at a minimum, the following qualifications:
 - A Bachelor's Degree (graduate degree preferred);
 - Applicable credentials &/or experience in the areas of counseling, psychology, behavioral, or other support they provide to students; and
 - A dedication to the ChangeMakers' instruction model and philosophy.
- **Instructional Assistants & Paraprofessionals**, who support classroom instruction and intervention and shall meet, at a minimum, the following qualifications:
 - A high school diploma; and
 - A dedication to the ChangeMakers' instruction model and philosophy.
- **Operations Staff**, who provide front office, food service, facility, and/or technology support shall meet, at a minimum, the following qualifications:
 - Appropriate experience in their designated roles;
 - Knowledge of the regulatory and compliance requirements for fulfilling their roles in a public education environment; and
 - A dedication to the ChangeMakers instruction model and philosophy.

Section E.5.6: Key SSO Roles Supporting ChangeMakers

Key Caliber Public Schools SSO roles that support ChangeMakers shall include, at a minimum:

- **Chief Executive Officer**, who shall meet, at a minimum, the following qualifications:
 - A Bachelor's Degree (graduate degree preferred);
 - Leadership experience working in K-12 education;
 - Demonstrated experience in fundraising, non-profit board and governance issues, management in settings requiring regulatory and compliance requirements; and
 - A dedication to the Caliber instructional model and philosophy.
- **Academic Support Staff**, who shall meet, at a minimum, the following qualifications:
 - Appropriate experience in their designated roles;
 - Knowledge of the regulatory and compliance requirements for fulfilling their roles in a public education environment; and
 - A dedication to Caliber's model and philosophy.
- **Talent / HR Support Staff**, who shall meet, at a minimum, the following qualifications:
 - Appropriate experience in their designated roles;
 - Knowledge of the regulatory and compliance requirements for fulfilling their roles in a public education environment; and
 - A dedication to Caliber's model and philosophy.
- **Operations Support Staff**, who shall meet, at a minimum, the following qualifications:
 - Appropriate experience in their designated roles;
 - Knowledge of the regulatory and compliance requirements for fulfilling their roles in a public education environment; and
 - A dedication to Caliber's model and philosophy.

Section E.6: Performance Evaluation

The School Leaders are ultimately responsible for ensuring that all ChangeMakers staff are evaluated formally on an annual basis. They may delegate responsibility for such reviews to other supervisory staff, such as the Operations Lead. Annual goals and objectives are developed jointly by each staff member and their supervisor in accordance with the mission and vision of ChangeMakers. Staff evaluations are based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving their goals, the supervisor will provide appropriate support and training. If a complaint arises regarding the evaluation process, an employee should attempt to resolve the issue with their immediate supervisor, who conducts the employee's evaluation. See Appendix E-2 for our teacher performance evaluation rubric and Appendix E-3 for our leader performance evaluation rubric.

Element F: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. —Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, ChangeMakers has adopted and implemented full health and safety procedures at our school site in consultation with insurance carriers and risk management experts. The health and safety procedures will continue to be annually updated and reviewed, in consultation with staff and families. These procedures are distributed, as appropriate, to all staff and families. The following is a summary of the health and safety policies of the Charter School.

Section F.1: Personnel Screening Procedures

ChangeMakers follows clear procedures to ensure the health and safety of pupils and staff, including in its selection and screening of staff members, contractors, and volunteers.

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. ChangeMakers shall not hire any person, in either a certified or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. Caliber's Head of HR is responsible for monitoring compliance with this policy and reports to the Caliber Board on a regular basis. Volunteers who volunteer with students outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering in such a capacity.

Role of Staff as Mandated Child Abuse Reporters

All ChangeMakers employees are mandated to child abuse reporters and follow all applicable reporting laws. ChangeMakers shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Section F.2: Facility Safety

The Charter School facility will comply with all applicable State, Federal and local regulations, including the fire code, and maintain readily accessible records for such regulations. ChangeMakers will comply with Education Code Section 47610 by utilizing facilities that are compliant with either the Field Act or State Building Code, including provisions for seismic safety. ChangeMakers agrees to test sprinkler systems, fire extinguishers, and fire alarms as required by law at its facilities to ensure that they are maintained in an operable condition at all times.

Compliance with Safety Requirements Assurance

ChangeMakers assures that the Charter School's facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act ("ADA") access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Asbestos Management

The Asbestos Hazard Emergency Response Act ("AHERA") requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Fire, Earthquake, and Evacuation Drills

Students and staff will participate in earthquake drills, fire drills, and lock-down drills as required by law. As noted below, the Charter School has developed a Comprehensive School Safety Plan, which will be kept on file in the Charter School office for review. School staff will continue to be trained annually on the safety procedures outlined in the Plan.

Section F.3: Health and Safety Procedures

TB Risk Assessment and Examination

ChangeMakers employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis before commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with pertussis (whooping cough) vaccine booster.

Medication in School

ChangeMakers will adhere to Education Code Section 49423 regarding the administration of medication in school. ChangeMakers will adhere to Education Code Section 494414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, Scoliosis

Students will be screened for vision, hearing, dental, and scoliosis. ChangeMakers will adhere to Education Code Section 49450, *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

ChangeMakers shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum, every fifth year, its policy on pupil suicide prevention, and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

ChangeMakers will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

ChangeMakers shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

ChangeMakers shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

School Safety Plan

Caliber Public Schools shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents

Food Service and Other Auxiliary Services Safety

ChangeMakers currently contracts with an outside agency for its foodservice needs. ChangeMakers will be responsible and accountable for filing all documents necessary for operating the foodservice program, as well as for reimbursement of meals through the National School Lunch Program and other federal and state meal programs.

Hazardous Materials

ChangeMakers will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Pandemic-Related Health & Safety Procedures

ChangeMakers will continue to implement health and safety procedures for the duration of the COVID-19 pandemic that meet State and local requirements related to the operation of schools.

Section F.4: Emergency Preparedness

The ChangeMakers School Safety Plan will be adapted each year specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. It will include, but not be limited to, the following types of emergency preparedness: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. All ChangeMakers staff will be trained on emergency preparedness procedures in the School Safety Plan.

CPR Training

All certificated instructional staff and school leadership will be CPR and first aid certified.

Bloodborne Pathogens

ChangeMakers will meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Caliber Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

ChangeMakers will function as a drug-, alcohol- and tobacco-free workplace.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ChangeMakers is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ChangeMakers has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at ChangeMakers (including employee to employee, employee to student, and student to employee misconduct).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

ChangeMakers has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certified school site employees and all other school site employees who have regular interaction with children.

Element G: Means to Achieve Student Population Balance

***Governing Law:** The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. —California Education Code Section 47605(c)(5)(G).*

Neither Caliber Public Schools nor ChangeMakers will discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation,), or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

ChangeMakers strongly believes that a wide cross-section of students with a variety of life experiences adds to the learning experience of all. Students need to learn from others how to respect different viewpoints and find the commonalities in all people. As a result, ChangeMakers has worked hard to ensure a diverse student body that is representative of the Vallejo community.

Section G.1: Targeted Community

We are committed to serving any child who wishes to attend ChangeMakers. However, the majority of our recruitment efforts focus on attracting students living in Vallejo. The local public school demographics include a large Latino, Filipino, and African American population, as well as a high socio-economically disadvantaged population. VCUSD also has a significant number of English Learners (ELs) and Students with Disabilities (SWDs).

Section G.2: Outreach Efforts

To ensure we meet this goal of a diverse and representative student population balance, ChangeMakers will continue to conduct the following activities, recruitment efforts, outreach programs, and strategies:

- **Monitoring our progress.** We maintain detailed student demographic data to ensure accurate accounting of the balance of students enrolled in the Charter School.
- **Creating and distributing materials in English and Spanish.** We develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the primary language of the non-English speaking families in the surrounding neighborhood). This is especially important to ensure we are serving the needs of ELs.

- **Hosting open information sessions.** We host information sessions throughout the school year, so all Vallejo families who are interested in learning more about the Charter School are able to do so. School Leaders host visits for interested families. Sessions are held in a manner that is accessible to families of English Learners (i.e., with translation) and students with disabilities.
- **Maintaining an easily accessible web presence.** We have a website available in English and Spanish for families in Vallejo interested in learning more about the Charter School and its educational philosophy. Parents are able to read about our model, review the Charter, find out about upcoming events, and sign up for the mailing list.
- **Following-up with phone calls and visits from interested families.** We follow-up with families that we meet through our outreach activities for a one-on-one conversation about the Charter School to gather feedback and an invitation to tour the campus.
- **Building community-wide awareness.** We use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the Charter School website, and/or sending out press releases to the local media.
- **Carrying out direct outreach to prospective TK/Kindergarten families.** We visit local pre-school and daycare centers that can serve as feeders to Caliber.

We are confident that these strategies will be successful in achieving our goal as evidenced by our historical success in achieving a balanced and diverse population using these strategies, as evidenced in Figure A.2.1.

Element H: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). —Education Code Section 47605(c)(5)(H).

ChangeMakers is a free public school that is open to all residents of the State of California. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. The Charter School will not discriminate on the basis of race, religion, gender, gender expression, gender identity, national origin, disability of students, parents or guardians, or any of the characteristics listed in Education Code Section 220, including immigration status.

ChangeMakers shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. ChangeMakers will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a random public drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Formal recruitment of incoming students begins in or after the start of school each year for the following school year, beginning with ChangeMakers advertising the open enrollment period. The recruitment process will continue through the end of the open enrollment period (typically in early March). During this period, any student who expresses their intent to enroll will do so by completing an online Intent to Enroll form through an online enrollment program (currently, SchoolMint). As part of the application process, the student's parent/guardian receives the rules that will be followed during the lottery process.

Section H.1: Public Random Drawing

At full capacity, ChangeMakers will serve approximately 900 students in grades transitional kindergarten through eight. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ChangeMakers will hold a random public drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be as follows:

1. Siblings²⁶ of students admitted to or attending a Caliber school
2. Children of Caliber teachers and staff
3. Children of Caliber Board members
4. Children of founding team members²⁷
5. Children who are residents of the District and eligible to receive free or reduced-price meals ("FRPM") (as determined by federal guidelines)²⁸
6. Residents of the District
7. All other applicants

ChangeMakers and the District agree to adhere to the requirement related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Caliber Board and ChangeMakers School Leaders will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are electronically pulled in order of grade level by the designated lottery official (appointed by the School Leaders). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within

²⁶ Siblings include biological siblings, as well as children in non-traditional families, including children of domestic partners, step-siblings, adoptive (both formal and non), and school age children living in same household. Families are encouraged to contact the Charter School with questions in this area.

²⁷ "Founding Team Members" are those families who were recorded in 2015-16 as having supported the opening of the Charter School.

²⁸ This preference will be implemented for a set percentage of spaces available each year, as determined by the Caliber Board annually, the Charter School's staff will review the Charter School FRPM enrollment percentage, compared with that of the District. Staff will recommend a percentage for the preference that year, which is targeted to move the Charter School toward the long-term goal of matching the District's FRPM percentage. Following Caliber Board approval, the percentage for the preference will be communicated to applicants on application forms and the Charter School's website.

that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled, and preference categories are exhausted in the order provided above. The School Leaders may use their discretion to resolve unforeseen matters related to the admission lottery.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be moved to a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Lottery rules, deadlines, dates, and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The lottery drawing will be selected for a date and time such that interested parties will be able to attend. The Charter School will seek a location for the lottery either in or near the location of the Charter School facility and in a space large enough to ensure all interested parties may observe the lottery.

Section H.2: Enrollment & Registration

If admitted with or without a random public drawing, a student may formally enroll by completing and submitting the full registration packet and submitting the necessary paperwork, such as immunization records and proof of minimum age, to facilitate the registration process.

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

1. Student/Parent Emergency & Disaster Information
2. Annual Health Inventory Form
3. Policies distribution and signatures
4. Proof of Age
5. Copy of Guardian ID
6. Report of Health Examination for School Entry
7. Cumulative Records Request²⁹
8. Oral Health Assessment Form
9. Proof of Immunization
10. Current report card

²⁹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element I: Financial Audit

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

Section I.1: Fiscal Controls

ChangeMakers will operate as a fiscally independent, direct funded charter school. The Caliber Board takes seriously its fiduciary responsibility to oversee the management of public funds. As such, a system of internal fiscal controls has been instituted. See Appendix I-1 for the current board-approved fiscal policies and procedures.

On-site management of ChangeMakers' finances are the responsibility of the School Leaders who will be assisted by the Operations Lead.

The Charter School has created a proposed budget that reflects revenues and expenses for the proposed five-year charter renewal term. The details of the budget and assumptions can be found in Section 5 below.

Caliber will follow financial best practices in establishing investment strategies for cash balances and deposit procedures for all school funds.

Section I.2: Annual Audit

An annual independent financial audit of the books and records of Caliber Public Schools and ChangeMakers will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The Caliber Board will annually oversee the selection of an independent auditor who has experience in education finance and will oversee the completion of an annual audit of ChangeMakers' financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide and will verify the accuracy of ChangeMakers' financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and internal controls.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. Caliber Public Schools will provide any and all information requested by the auditor in order to fulfill the requirements of the audit.

The annual audit will be completed and forwarded to the District, the County Superintendent of

Schools, the State Controller, and the California Department of Education by the 15th of December of each year.

The Caliber Board, or a duly constituted committee thereof, will review any audit exceptions or deficiencies and ensure that Caliber staff implements steps to resolve them. Caliber will report its actions to the District. Any disagreement by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of ChangeMakers will be public record, to be provided to the public upon request.

Element J: Student Suspension and Expulsion Procedures

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). —Education Code Section 47605(c)(5)(J).

Introduction

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Caliber Schools ("Charter School"). In creating this policy, Caliber Schools has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. Caliber Schools is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

This policy and its procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations. Caliber shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policy and administrative procedures are available on request at the school office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre- initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or

offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable student to experience substantial interference with his or her academic performance.

d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Caliber Schools.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site including, but not limited to:

i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

d) An act of cyber sexual bullying.

i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or

scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm

to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable student to experience substantial interference with his or her academic performance.

d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Caliber Schools.

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

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site including, but not limited to:

i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a

profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

d) An act of cyber sexual bullying.

i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

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

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the

suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

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

3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the School Leader or School Leader's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference.

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

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Leader or designee determines that the student has committed an expellable offense.

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Caliber School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Caliber Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Caliber Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to Caliber Schools. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the

Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

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

I. Written Notice to Expel: The School Leader or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Caliber Schools.

The School Leader or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

- a) The student's name; and
- b) The specific expellable offense committed by the student

J. Disciplinary Records: Caliber Schools shall maintain records of all student suspensions and expulsions at Caliber Schools. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal: The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

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

M. Rehabilitation Plans: Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to Caliber Schools for readmission.

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

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

1. **Notification of SELPA:** Caliber Schools shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Caliber Schools or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension:** Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination:** Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct,, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information

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

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

If Caliber Schools, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and;
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals: The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision

of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances: Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services: A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

I. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Caliber Schools supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

II. The parent has requested an evaluation of the child.

III. The child's teacher, or other Caliber Schools personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Caliber Schools supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

Element K: Retirement Systems

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. —Education Code Section 47605(c)(5)(K).*

Caliber Public Schools will make all contributions legally required of employers in California, such as Medicare, workers' compensation, Social Security, and unemployment insurance. In compliance with Education Code Section 47611, the Charter School shall inform all applicants for positions within the Charter School about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate. The Chief Operating Officer or designated staff member of Caliber Public Schools shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

All full-time staff participate in a 401(k) retirement savings plan sponsored by Caliber Public Schools. Currently, Caliber Public Schools contributes 3% of each eligible staff member's annual salary or wages in a 401(k) program that vests over three years. Staff may contribute additional funds. Caliber's contributions are made regardless of whether the employee elects to make contributions on their own behalf. Policies may change during the term of the charter. Caliber Public Schools will routinely review potential retirement options for its faculty and staff and will provide a portfolio of responsible and convenient options to its employees.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —Education Code Section 47605(c)(5)(L).*

No student may be required to attend ChangeMakers. The parent or guardian of each pupil enrolled in the Charter School shall be informed on admissions forms that the pupils have no right to admission to a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in ChangeMakers, except to the extent that such right is extended by the local education agency. A student who chooses not to attend ChangeMakers, or whose conduct requires that student's involuntary removal or expulsion from the Charter School, may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Element M: Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. —Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at ChangeMakers. Permanent employees of the VCUSD who leave their positions to work at ChangeMakers will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. ChangeMakers' employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment at ChangeMakers that the District may specify, and any other rights upon leaving employment to work in ChangeMakers that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Caliber Public Schools. Employment by Caliber Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Process

***Governing Law:** The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. —Education Code Section 47605(c)(5)(N).*

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between Caliber: ChangeMakers Academy and the District pursuant to their policies and; (b) ensuring the high operational standards of ChangeMakers while minimizing the oversight burdens on the District. The Charter School is willing to consider changes to the process outlined below as part of a Memorandum of Understanding between the Charter School and the District.

Section N.1: Disputes between Caliber Public Schools or Caliber: ChangeMakers Academy and the District

ChangeMakers and VCUSD will be encouraged to attempt to resolve any disputes with VCUSD amicably and reasonably without resorting to formal procedures. ChangeMakers acknowledges the District's ongoing right to inspect or observe the Charter School under Education Code Section 47607, and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between ChangeMakers and VCUSD, the staff, employees, and Caliber Board members of Caliber Public Schools, and VCUSD agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the School Leaders of ChangeMakers, or their respective designees. In the event that VCUSD's Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the VCUSD's ability to proceed with revocation in accordance with Education Code Section 47607.

The School Leaders of ChangeMakers, the leadership of Caliber, and Superintendent of VCUSD, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, the School Leaders of ChangeMakers, and leadership of Caliber Public Schools, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent, leadership from Caliber Public Schools, and School Leaders, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and Caliber Public Schools Chief Executive Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between VCUSD and ChangeMakers.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of VCUSD and Caliber Public Schools.

Section N.2: Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Caliber Public Schools' Uniform Complaint Policy and Procedures can be found in Appendix N-1.

Parents, students, Caliber Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element O: Closure of the Charter School

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. —Education Code Section 47605(c)(5)(O).

Should ChangeMakers cease operation, Caliber Public Schools shall comply with all portions of Education Code section 47605(c)(5)(O), and Title 5, California Code of Regulations, section 11962 regarding the closure of the Charter School. The entity responsible for conducting closure related activities shall be Caliber Public Schools. Closure of ChangeMakers shall be documented by the official action of the Caliber Board. The action will identify the reason for closure. The District will work cooperatively to assist Caliber Public Schools in closure related activities.

In the event of closure, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of ChangeMakers will be issued by the Charter School promptly following the determination of a Closure Action. A sample copy of the language used in the written notification shall also be made to the District within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.
2. Written notification to VCUSD and other relevant school districts of the list of returning students and their home schools, to be made within a reasonable time following the determination of the Closure Action.
3. Transfer of student records, including cumulative files, to the receiving schools, within a reasonable time following the determination of a Closure Action.
4. Written notification to the County Office of Education, California Department of Education, the SELPA, the 401(k) administrator, and the federal social security system of the Closure Action shall be made by Caliber Public Schools by registered mail within a reasonable time following the decision to Closure Action.
5. All written notifications regarding the Closure Action shall include the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil

records, including specific information on completed courses and credits that meet graduation requirements.

6. As applicable, Caliber Public Schools will provide parents, students, and VCUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Caliber Public Schools will ask VCUSD to store original records of ChangeMakers students. All student records of ChangeMakers shall be transferred to VCUSD upon closure. If VCUSD will not or cannot store the records, ChangeMakers shall work with VCUSD to determine a suitable alternative location for storage.
7. All state assessment results, special education records, and personnel records will be transferred to and maintained by Caliber Public Schools in accordance with applicable law.
8. A financial closeout audit of the Charter School will be paid for by Caliber Public Schools to determine the disposition of all assets and liabilities of ChangeMakers, including plans for disposing of any net assets. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ChangeMakers. The assets of ChangeMakers shall first be prioritized towards paying any debts of ChangeMakers, including any overpayment or over apportionment of state funding, and any and all fees or sums owed to VCUSD. All other assets shall be distributed in accordance with the applicable laws and regulations and, to the extent permitted, may be distributed by Caliber Public Schools to other charter schools operated by Caliber Public Schools. The final independent audit shall be completed within six months from the last day of student attendance and will be provided to VCUSD promptly upon its completion.
9. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by ChangeMakers will be the responsibility of Caliber Public Schools and not VCUSD. Caliber Public Schools understands and acknowledges that it will cover the outstanding debts or liabilities of ChangeMakers. Any unused monies at the time of the audit will be returned to the appropriate funding source.
10. Caliber Public Schools understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds. Any VCUSD property that is used by ChangeMakers remains District property, is not an asset of ChangeMakers, and must be returned to VCUSD when ChangeMakers closes.
11. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Caliber Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

12. The Caliber Board shall adopt a plan for wind up of the Charter School and, if applicable, the corporation, in accordance with the requirements of the Corporations Code.
13. In addition to a final audit, Caliber Public Schools will also submit any required year-end financial reports and any annual reports required pursuant to Education Code Section 47604.33.
14. As specified by the Budget in Appendix 5-1, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Section 5: Business Operations

Section 5.1: Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cashflow, and financial projections for the first three years of operation. —Education Code Section 47605(h).

ChangeMakers will ensure that it operates using a sound financial model. The budget with financial projections, cash flow, and assumptions for the next five years can be found in Appendix 5-1. These documents are based upon the best data available to the petitioners at this time.

Section 5.2: Financial Reporting

Caliber Public Schools has drafted a complete set of fiscal policies and procedures (Appendix I-1) for the Charter School's operation. ChangeMakers shall comply with all financial reporting requirements of Education Code Section 47604.33, shall comply fully with Education Code Section 47604.3, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, or as otherwise required by law, a local control and accountability plan ("LCAP") and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

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

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

Section 5.3: Insurance

ChangeMakers will maintain general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of its size and nature for the operation of the Charter School. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Caliber will provide evidence of the above insurance coverage to the District upon request. Insurance coverage amounts will be based on common industry practice and advice provided by the Charter School's insurer.

Section 5.4: Administrative Services

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

With the exception of services performed by VCUSD in providing oversight to ChangeMakers as defined by Education Code Section 47604.32, all charter-requested services from VCUSD will be on a pay-for-service basis.

The District may charge for the actual costs of supervisorial oversight of Caliber not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Caliber is able to obtain substantially rent-free facilities from the District under Prop 39. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" is defined in Education Code Section 47613(f). Subject to availability, Caliber may request VCUSD services on a pay-for-service basis as agreed in a separate memorandum of understanding with the District.

The Charter School will continue to report average daily attendance to VCUSD in a frequency and format dictated by the State. Required reports regarding daily attendance will continue to be completed and submitted to requesting agencies.

Section 5.5: Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. — Education Code Section 47605(h).

Caliber intends to continue operating at its current facility at 500 Oregon Street in Vallejo.

Section 5.6: Transportation

The Charter School does not anticipate arranging for transportation of the students to travel between their home and school, except as required by law for students with disabilities in accordance with a student's IEP, which shall be handled by Caliber in accordance with SELPA policy and the IDEA.

Section 6: Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. —Education Code Section 47605(h).

Section 6.1: Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

ChangeMakers shall be operated by a California non-profit public benefit corporation, Caliber Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Caliber shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Caliber.

Further, Caliber Public Schools and the District may enter into a memorandum of understanding, wherein Caliber shall indemnify the District for the actions of Caliber under this charter.

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

The District shall be named as an additional insured on the general liability insurance that Caliber Public Schools maintains for the operation of ChangeMakers.

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

Section 7: Conclusion

By renewing this charter, the Vallejo City Unified School District will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools.

Education Code Section 47601: It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

ChangeMakers has met each of the legislative intentions, as fully documented herein. We request a five-year renewal term, from July 1, 2021, through and including June 30, 2026.

Network Academic Priorities Expectations (20-21)

Network Academic Priority	Expectations
Standards-Aligned Planning: Lesson Rigor <i>Resources</i> Lesson Plan Templates Internalization Guides	Expectations + Differentiation 100% of lessons are planned using either a Caliber Lesson Plan Template or Caliber Internalization Guide. <ul style="list-style-type: none"> - Scripted curricula: Internalization Guide / Lesson Plan - Non-scripted curricula: Lesson Plan 100% of applicable lessons are linked on the Caliber Instruction Hub by “end of day” every Thursday. <ul style="list-style-type: none"> - Lower Schools (CMA K-5, CBA K-4) <ul style="list-style-type: none"> - ELA: Lesson Plan - Math: Internalization Guide / Lesson Plan - Science OR Social Studies: Unit Plan / Objective Map - Upper Schools (CMA 6-8, CBA 5-8) <ul style="list-style-type: none"> - ELA: Internalization Guide / Lesson Plan - Math: Internalization Guide / Lesson Plan - Science: Internalization Guide / Lesson Plan - Social Studies: Internalization Guide / Lesson Plan
Mastery Tracking: Data Alignment	Expectations 100% of data logged is standards-based. 100% of data logged comes from curricula-provided assessments or coach-approved assessments. Differentiation + Cadence K-4: Tracking <ul style="list-style-type: none"> - ELA: 2x/week (minimum) - Math: 2x/week (minimum) 5: Tracking <ul style="list-style-type: none"> - ELA: 2x/week (minimum) - Math: 2x/week (minimum) - Science OR Social Studies: 1x/week (minimum) 6-8: Tracking <ul style="list-style-type: none"> - ELA: 3x/week (minimum) - Math: 4x/week “Daily” (minimum) - Science: 2x/week (minimum)

	- Social Studies 2x/week (minimum)
<p>Response to Data: Weekly Data Meetings</p> <p><i>Resources</i></p> <p>D3 Protocol</p> <p>LASR Protocol</p> <p>LAFR Protocol</p>	<p>Expectations</p> <p>100% of teachers receive at least one Weekly Data Meeting every week that includes (1) Agenda, (2) Student Work Analysis/Protocol, and (3) Identified Next Steps for Teacher and Coach.</p> <p>Differentiation + Cadence</p> <p>The Weekly Data Meeting may take place 1:1 or in a team structure. Every teacher must receive at least one Weekly Data Meeting per week.</p>

Principals' Message

Dear CMA Families,

Happy New Year and welcome back to the continuation of our excellent school year! It is hard to believe that we have completed the first half of the school year. We hope you and your families enjoyed quality time together during our winter break and that 2020 brings you all good health and an enthusiasm for learning. Our return from winter break has been a smooth one, and all of our classrooms have been buzzing with new learning once again. As we begin the New Year and the start of the second semester, we are provided with an opportunity to continue to push the growth of our students. Thank you for your partnership in 2019 and we look forward to continuing that partnership in 2020!

Educationally yours,

Ms. Canady & Mrs. Weingarten



Upcoming Events

FCC Meeting

January 13th @ 5:30pm

The Family Committee Council offers great ways to get to know other families in the CMA community. Monthly planning meeting takes place each month to discuss the upcoming months' activities and events. Discussions also focus on operations, event planning and classroom support. All CMA families are welcome to attend our planning meetings!



High School Informational Night

January 16th @ 5pm in Mr. B's Room!

This will be our first informational to learn about the options families have in Vallejo and the surrounding areas.

This informational will include: how to transfer to another district, apply to charter schools, and transfer back into the district! After, please stay for a presentation by Griffin Academy, who will be sharing how to enroll into their early college high school!

Family Reading Workshop

January 23rd @ 5pm

Families who participate will earn their child(ren) a free dress pass!



Parent Script
January 9, 2020

In this issue: 1. Principals' Message 2. Support 3. Communication 4. Resources

Principals' Message

September 11th, 2020

Dear Caliber: ChangeMakers Academy Staff,

As we close out our week 4, our love is with all the educators and students across the country who marked this week as their first week of school. We imagine they are filled with the same uncertainties, butterflies and questions that filled us that first week of school. It is our hope that educators and students across the country have the same opportunities to learn, adjust and sail forward in their communities as we have. We are in awe of how far we have come in these last four weeks. We have covered so much ground in establishing a student centered, joyful and rigorous learning environment for students. In so many ways, we are proof that with the right people, working together, and centering joy we can make magic happen.

We wish you a restful weekend,

Asha + Rachael

Upcoming Deadlines

Task	Due Date
Crisis Text Thread	Friday EOD - Please complete making your Crisis text threads in your grade-level meetings next week
Lessons Plans	Thursdays on 6pm
Feedback Survey	Friday, Sept 18th
TK-5 Weekly Grade level newsletters	Fridays at 4pm
MS Weekly Grade Level Newsletter	Fridays by 3pm
Read through Distance learning time off FAQ	Come to your next O3 with questions!

Support

Staff Wellness	
Holding Healing Space: A Wellness Retreat for Educators of Color Friday, 9/25 (6 - 7 PM EST); Saturday, 9/26 (12 PM - 6PM EST)	https://www.eventbrite.com/e/holding-healing-space-a-wellness-retreat-for-educators-of-color-tickets-117144252613
Resilience Circle for Educators Next session starts Sept. 22nd	https://dovetaillearning.org/circle-registration/
Free Tools	https://www.constantloveandlearning.com/coping-tools

Week of September 14th				
Mon.	Tues	Wed	Thurs	Fri
<u>Events</u> STEP Testing <u>Meetings</u> K Grade Level Meeting <u>Absences</u> Julie	<u>Events</u> STEP Testing <u>Meetings</u> G1 Grade Level Meeting G3 Grade Level Meeting MS PLCs	<u>Events</u> STEP Testing <u>Meetings</u> 4th Grade Level Meeting	<u>Events</u> STEP Testing Parent Coffee Chat (6-7pm) <u>Meetings</u> 5th grade Grade Level Meeting <u>Absences</u> Julie	<u>Events</u> STEP Testing MS ICA Science Parent Coffee Chat (8-9am) PD at 1:45 <u>Meetings</u> PD from 1:45-4

Week of September 21st				
Mon.	Tues	Wed	Thurs	Fri
<u>Events</u> <u>Meetings</u> K and 2nd Grade Level Meeting <u>Absences</u> Myiah	<u>Events</u> <u>Meetings</u> G1 Grade Level Meeting G3 Grade Level Meeting <u>Absences</u> MS PLCs	<u>Events</u> <u>Meetings</u> 4th Grade Level Meeting <u>Absences</u> Joselynn, Deeshe	<u>Events</u> <u>Meetings</u> 5th grade at 3pm <u>Absences</u> Alvin, Joselynn	<u>Events</u> PD at 1:45 <u>Meetings</u> PD from 1:45-4 <u>Absences</u> Kim

Operations Corner

As per [CMA Prevention Plan \(ENG\)](#) and [Caliber Public Schools COVID-19 Ops Plan](#) please follow the outlined requirements to ensure the safety of our entire community.

Mandatory Screening: Please collaborate with us by ensuring you complete the corresponding screener before 7:30 AM or as soon as you know you will be on campus. For easy access, you may bookmark these links on your phone / laptops.

Employee: [CMA Daily Health Screening](#)

Visitor: [CMA Visitor Health Screening](#) (**CMA Business Related Vendors / Contractors**). Personal visitors are currently **not** allowed on campus. This helps ensure safety and well-being of our staff and less exposure to others.

Student Visiting: Every student will be screened before they enter **CMA** through the QuickScreen tool. The link to the QuickScreen tool for parents to access is the following: [CMA Student Health Screening](#). Must be completed before arriving on campus, best practice before 7:30 AM, or as soon as the parent is aware the student will be on campus.

- Parent must complete only one time for each student attending Caliber [CMA Family Agreements Relating to Caliber Coronavirus/COVID-19 Prevention Plan](#)

For further information, questions or concerns, please contact Cecilia Garibay, Director of Operations at 707.980.9023.

- IT Support:

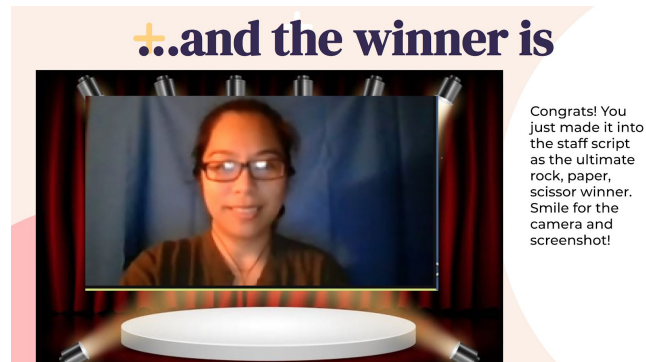
- Look at the Tech Support Guide below for quick solutions to common problems:
 - [Tech Support Guide](#)
- Didn't see what you needed? Let our Tech Support Team know below!
 - [IT Support Google Form](#)
- IT Office Support Hours:
 - Every Tuesday 3:00 PM - 6:00 PM &
 - Every Thursday 9:00 AM - 12 Noon
- **Staff Campus Hours:**
 - Monday - Thursday 7:45 AM - 3:00 PM & Friday 7:45 AM - 1:00 PM. Please visit the [CMA COVID-19 Prevention Plan and Campus Access Protocol 2020-2021](#) for additional information. **Please ensure you are signed out by the time frame indicated in order for our custodial staff to clean and disinfect.**
- **Ordering Supplies:** Please use the following link [CMA Supplies Request 2020-21](#). Front office will send out notification upon receivables of supplies. Please ensure your garde school leader has pre-approved your request.

Communication

Family Coffee Talks are coming up! Here is the info that was shared with families.

Tk-5th Grade	Thursday, Sept 17th, 6-7pm Friday, September 18th 8-9am (Spanish Translation)	Zoom Link Meeting ID: 440 004 752 Passcode: 043974
6th - 8th grade	Thursday, Sept 17th, 6-7pm Spanish interpretation provided	Zoom Link Meeting ID: 814 8376 8854 Passcode: 781333

Inspiration



Resources

Professional Development Resources

Resources	<p><u><i>Distance Learning Schedules: and HUB</i></u></p> <ul style="list-style-type: none"> • TK-5 schedule • TK-5 Distance Learning HUB • 6th-8th schedule +Zoom Links <p>PD: RJ in Distance Learning</p>
Updated Resources	<p>TK-5 Morning Huddle</p> <p>TK-5 Intervention PD</p> <p>MS Morning Huddle</p>



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INTRODUCTION

As we plan for the various phases and scenarios of our back-to-school plan for the 2020-21 school year, there are many academic, instructional, and social emotional supports we must provide to our school communities. While we have made the decision to begin the school year in a Distance Learning mode (see more detail below), we have designed our instructional plans to accommodate three different scenarios in the hopes that we can begin to accept students back to campus at some point during the school year. Those three scenarios are:

- **Distance Learning** : Where the vast majority of students engage in learning remotely, but with the possible addition of on-site support for a limited number of students with unique needs that cannot be well supported at a distance. Campuses would also be accessible for a limited number of administrative and support functions (e.g., parent meetings, staff support, meal distribution).
- **Split Schedule** : Where we bring many / most students back to campus on a part-time basis on a split schedule. Many / most students would participate in a combination of on-site instruction (2 days per week) and distance learning (3 days per week) so we can re-start face-to-face instruction but keep class sizes small and maintain social distancing.
- **Full Return** : When COVID-19 conditions in our communities permit, our goal is to return the vast majority of students to campus on a 5 day per week schedule. This would not necessarily be a pure “return to normal” scenario, however, because some precautions would remain in place, and because some students may need to remain at home for a variety of reasons. We would continue to support students who need to access learning at a distance.

See Appendix A ([Caliber's Return to School Planning](#)) for a high level summary of the three scenarios, and Appendix B ([Caliber's Return to School Planning Instructional Details](#)) for summary of instructional details for the three scenarios.

This document outlines the instructional components of the three different scenarios and explains the many instructional, academic, and social emotional decisions to be implemented throughout the 2020-21 school year. While we have incorporated many sources of advice, we are primarily guided by the guidelines outlined in [California Senate Bill 98](#).

Unless otherwise indicated in the document, the instructional core of teaching and learning we are describing here will be the same for all 3 scenarios. Specific differences that apply to one or the other of the three scenarios are called out in boxes and color coded to match the three scenarios and the summary in Appendixes A and B.

As noted above, we will begin the year in a Distance Learning mode, and we will continue monitoring guidance from the CDPH, CDC and state and county agencies as we continue to improve our practices to best fit the current situation and to decide if / when it is appropriate to shift to a different mode.

If you have questions about this document, or about Caliber's COVID-19 response planning, please contact us at CovidResponse@caliberschools.org. Thank you.



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VISION FOR CALIBER ACADEMIC RESTART

Vision + Impact

VISION

“Learning that is grounded in the intersection of the standards, content, aligned curriculum, and the equity that is essential for closing the opportunity gap caused by systemic bias and racism so that all students experience engaging, affirming, and meaningful grade level instruction.” -UnboundEd

IMPACT STATEMENT

The Right Data → Viewed through an Equity Lens → Offers a Comprehensive Picture of Unfinished Instruction that will lead to → Learning Recovery for ALL Students.

Guiding Principles

INSTRUCTIONAL EXCELLENCE

We believe high-quality instruction is equity, and that standards, content, aligned curriculum, and equity work together to provide our students transformational outcomes. By focusing on unfinished instruction - both unfinished teaching and unfinished learning - we will continue to provide students with a high-quality, equitable academic experience post-COVID-19.

PRIORITY POPULATIONS

Caliber Public Schools serve primarily underserved communities. Our goal is to continue to prioritize underserved populations whose students have traditionally and historically been underserved by public education. We do this by analyzing Distance Learning data and leveraging a diversity of perspectives.

DATA-DRIVEN

We believe data is crucial to decision-making, and our goal is to use data to inform all policies, practices, and programming across Caliber Public Schools. We do this by gathering and analyzing data on unfinished instruction, Distance Learning approaches, and stakeholder experiences.

ASSET-BASED APPROACH

We believe the COVID-19 school closures presented the opportunity to elevate the many assets key stakeholders bring to the Caliber Community. Our goal is to leverage those assets to build-capacity across Caliber Public Schools. We do this by learning more about what our key stakeholders have been able to contribute during school closures, and what capacities still need to be built to better serve students in each Restart scenario.



INSTRUCTIONAL MODELS

Instructional Schedules

Several factors influence all three instructional schedules. Key factors include, but are not limited to:

- Safety for students, families, and staff
- Sustainability for students, families, and staff
- Daily teacher-student interactions and regular student-student interactions
- Combinations of synchronous and asynchronous learning
- Ability to move into and out-of each model with operational ease
- Ability to maintain instructional continuity

Caliber Public Schools serve students and families in grades TK through 8th grade. In every scenario, instruction will cover all essential grade-level content, and students will receive the academic remediation, intervention, and extension that individual students require. English Language Learners (ELLs) will receive both integrated and designated English Language Development (ELD). Students are expected to participate in every scenario, and attendance will be taken daily by a certificated staff member. See school-site schedules below for additional details.

Distance Learning Schedules:

[ChangeMakers Academy Lower School \(TK-5\)](#)
[ChangeMakers Academy Upper School \(6-8\)](#)
[Beta Academy Lower School \(TK-4\)](#)
[Beta Academy Upper School \(5-8\)](#)

Split Schedules:

[ChangeMakers Academy Lower School \(TK-5\)](#)
[ChangeMakers Academy Upper School \(6-8\)](#)
[Beta Academy Lower School \(TK-4\)](#)
[Beta Academy Upper School \(5-8\)](#)

SOCIAL EMOTIONAL LEARNING

Social Emotional Commitment

Social Emotional Learning (SEL) has always been a core component of Caliber Public Schools, and our transition into different scenarios is no exception. Each school will prioritize time within every scenario-based schedule to build relationships, establish rapport, and support the social and emotional well-being of students. Utilizing “Circles” and “Advisory”, social-emotional learning and support will be offered daily to all students. To support these efforts, all staff will receive development in trauma-informed practices both at the Network Professional Development Day on August 5th, 2020, and via continued training at each school-site during campus-based August Professional Development.

In addition to ensuring our students receive the SEL support they need and deserve, so too, is it a priority to support the Social Emotional well-being of the Caliber staff. Caliber Public Schools recently received a grant to support this effort, and will be using the grant to engage with a number of potential partners as determined by the



Caliber SEL Working Group (consisting of SEL Leads throughout the network) and based on feedback from family and teacher surveys. This may include:

- Consultation and coaching to School Leadership and SEL Teams to prepare for students and families returning to school during the Covid-19 pandemic
- Consultation on continued work in equitable and anti-racist practices, especially as it pertains to SEL implementation and discipline
- Preparation and supported execution of professional development training and psychoeducation for school staff in SEL, trauma-informed practices, and mental health needs, so we can support students effectively
- Partnership with community organizations to support staff wellness as educators return to school during the Covid-19 pandemic e.g.,
 - TeachingWell
 - TippingPoint
 - ABetterWay
- Supporting Caliber Leadership and SEL teams across the network to implement best practices for SEL and Restorative Practices/Justice
- Coaching Mental Health Clinicians

TEACHING & LEARNING

Academic Instruction

ACADEMIC CONTENT

Now, more than ever, it remains vitally important that all Caliber students receive high-quality, grade-level instruction that supports academic growth and achievement. To ensure access to a guaranteed and viable curriculum, Caliber Schools will leverage synchronous and in-person delivery of new material, teacher modeling, guided and shared practice, and individual student-conferencing. Caliber Schools will prioritize the following content areas in each scenario:

Synchronous Content in Distance Learning:

Lower School digital synchronous content will focus on 2-3 lessons per day (for Lower Elementary), and all live lessons will be recorded so they may be used asynchronously as needed. Synchronous tier 1 content in Distance Learning will include:

- Circles
- Mathematics (Worthy Tasks, New Content, Guided Practice, Independent Practice)
- Phonics
- Writing (New Content, Guided Practice, Independent Practice, Conferencing)
- Close Reading (New Content, Guided Practice, Independent Practice)
- Read Aloud (New Content, Guided Practice, Independent Practice)
- Guided Reading (Small Groups)

In-Person Content in Split Schedule:

Lower School in-person tier 1 content in a Split Schedule will include:

- Circles
- Math (Worthy Tasks, New Content, Guided Practice, Independent Practice)
- Writing (New content, Guided Practice, Independent Practice, Small Groups)
- Guided Reading (Small Groups)
- Phonics + Phonemic Awareness
- Close Reading (New Content, Guided Practice, Independent Practice)
- Read Aloud
- Social Studies (Integrated into Computer Science)
- Science (Integrated into Computer Science)
- KidFit



<p><u>Upper School</u> digital synchronous content will focus on at least 4 live lessons per day. Synchronous tier 1 content in Distance Learning will include:</p> <ul style="list-style-type: none"> • Circles / Advisory • English Language Arts (ELA) • Mathematics • Science • Social Studies • KidFit 	<ul style="list-style-type: none"> • Computer Science <p><u>Upper School</u> in-person tier 1 content in a Split Schedule will include:</p> <ul style="list-style-type: none"> • Circles / Advisory • English Language Arts (ELA) • Mathematics • Science • Social Studies • KidFit
<p>Priority Content in Full-Capacity: Both Lower and Upper Schools will prioritize grade-level instruction for all content areas in a Full-Capacity scenario.</p>	

REVIEW, PRACTICE, & EXTENSION

Caliber Schools will support the continuation of grade-level content by leveraging asynchronous instruction and distance learning for student review, independent practice, and extension of grade-level instruction. In each scenario, this instruction may include:

<p>Asynchronous Content in Distance Learning: <u>Lower School</u> digital asynchronous tier 1 content will include:</p> <ul style="list-style-type: none"> • Reading (Extension) • Mathematics (Extension) • Social Studies (Independent Practice, Extension) • Science (Independent Practice, Extension) • KidFit • Computer Science <p><u>Upper School</u> digital asynchronous tier 1 content will include:</p> <ul style="list-style-type: none"> • English Language Arts (ELA) (Review, Independent Practice) • Mathematics (Review, Independent Practice) • Science (Review, Independent Practice) • Social Studies (Review, Independent Practice) • Computer Science and/or KidFit 	<p>Distance Learning Content in Split Schedule: <u>Lower School</u> distance learning tier 1 content will include:</p> <ul style="list-style-type: none"> • Mathematics (Fluency, Extension, Zearn) • Grammar (Independent Practice) • Writing + Handwriting (Independent Practice, Extension) • Phonics (Re-enforcement) • Social Studies (Pre and Post-work) • Science (Pre and Post-work) • Reading (Fluency, Lexia, RAZ Kids) • Close Reading (Extension) <p><u>Upper School</u> distance learning tier 1 content will include:</p> <ul style="list-style-type: none"> • English Language Arts (ELA) (Review + Independent Practice) • Mathematics (Review + Independent Practice) • Science (Review + Independent Practice) • Social Studies (Review + Independent Practice) • Computer Science and/or KidFit
<p>Review, Practice, & Extension in Full-Capacity: Both Lower and Upper Schools will ensure students have access to in-person review, practice, and extension of grade-level content in a Full-Capacity scenario.</p>	

PACING

To ensure our students have access to high-quality grade-level content, no matter the scenario, is to ensure that the scope of instructional content maintains continuity throughout the academic year. As such, all core instructional scope and sequences are created using grade-level “Power Standards”, and are paced to transition



into and out-of any given scenario seamlessly. Below are scope and sequences paced to support Distance Learning, Split Schedule, and Full-Capacity modes.

<p>Instructional Scope + Sequences in Distance Learning:</p> <p>To ensure continuity of learning, the scope and sequences linked below are the same for Distance Learning, Split Schedule, and Full-Capacity.</p> <p>ChangeMakers Lower School Distance Scopes ChangeMakers Upper School Distance Scopes Beta Academy Lower School Distance Scopes Beta Academy Upper School Distance Scopes</p>	<p>Instructional Scope + Sequences in Split Schedule:</p> <p>To ensure continuity of learning, the scope and sequences linked below are the same for Distance Learning, Split Schedule, and Full-Capacity.</p> <p>ChangeMakers Lower School Split Scopes ChangeMakers Upper School Split Scopes Beta Academy Lower School Split Scopes Beta Academy Upper School Split Scopes</p>
<p>Instructional Scope + Sequences in Full-Capacity:</p> <p>To ensure continuity of learning, instructional scope and sequences will remain the same as those in Distance Learning and Split Schedule in a Full-Capacity scenario.</p>	

Intervention & Remediation

Critical to ensuring all Caliber students are able to access grade-level instruction, all Caliber Schools will ensure students receive the intervention and remediation needed to be successful with grade-level content, no matter the scenario. In addition to calculated reteaching, Caliber Schools will leverage the [SPIRE Phonics](#) curriculum to support literacy instruction, and [Bridges Intervention](#) to support Mathematics instruction, as well as a host of blended learning programs. In every scenario, the bulk of intervention and remediation occur live (synchronously in Distance Learning mode, and in-person in Split Schedule and Full-Capacity modes).

GUIDING PRINCIPLES

A few guiding principles vital to the development of intervention and remediation plans include the following:

- **Data-Driven:** Caliber uses data to determine which students need support, the level of instructional support to provide (e.g. reteaching, intervention, remediation), and which students are eligible to exit out of support.
- **Reteaching:** Teachers keep a pulse on student mastery at all times, and leverage reteaching to quickly intervene for students who have yet to master a skill in the current lesson, week, or unit of instruction.
- **Intervention:** Teachers intervene on-grade level, to support students with a specific, targeted set of skills to scaffold up to grade-level content.
- **Remediation:** Teachers remediate to support any foundational gaps in student knowledge that are critical to accessing grade-level content.

SUBGROUP SUPPORT

English Language Development (ELD)



Developing academic English for Caliber English Language Learners (ELLs) is a top priority in the 20-21 academic year. To ensure all ELLs receive the highest levels of support, all Caliber Schools will offer integrated ELD via core literacy and ELA instruction, and will leverage [National Geographic](#) or [English 3D](#) curriculum to teach designated ELD. All Caliber Schools will prioritize both integrated and designated ELD in every scenario.

INTEGRATED ELD

In every scenario, integrated ELD will occur as part of the primary literacy block via the inclusion and infusion of the [California English Language Development Standards](#). These standards will support the instructional planning and implementation in all grade levels and content areas at Caliber Public Schools.

Integrated ELD in Distance Learning: In Distance Learning mode, integrated ELD will occur as part of the live, synchronous core content blocks.	Integrated ELD in Split Schedule: In Split Schedule mode, integrated ELD will occur as part of the live, in-person core content blocks.
Integrated ELD in Full-Capacity: In Full-Capacity mode, integrated ELD will occur as part of the daily, live, in-person core content blocks.	

DESIGNATED ELD

Designated ELD is vital to ensuring that our ELLs are provided with the additional support needed to gain proficiency in the English language. As such, designated ELD is a priority block for all grade-levels across Caliber, and will be protected in every scenario-schedule for students to engage with either the [National Geographic](#) or [English 3D](#) designated ELD curriculum.

Designated ELD in Distance Learning: In Distance Learning mode, designated ELD will occur as a protected, live, synchronous block, and will be taught using the National Geographic or English 3D curriculum.	Designated ELD in Split Schedule: In Split Schedule mode, designated ELD will occur as a protected, live, in-person block, and will be taught using the National Geographic or English 3D curriculum.
Designated ELD in Full-Capacity: In Full-Capacity mode, designated ELD will occur as a protected, live, in-person block, and will be taught using the National Geographic or English 3D curriculum.	

Special Education (SPED) + Clinical Services

SPECIAL EDUCATION SERVICES

In every scenario, Special Education Services will be provided based on the student's Individualized Education Plan (IEP). The IEP team consists of a parent, school administrator, general education teacher, special education teacher, and in some cases, specific service providers. Special education services are based on the IEP team and may include Specialized Academic Instruction, Occupational Therapy, Speech and Language Therapy, Physical Therapy, Deaf and Hard of Hearing Services, Vision Services, as well as other services as stated in the student IEP.

Special Education Services in Distance Learning: In Distance Learning mode, services will be provided virtually based on IEP team recommendations. These	Special Education in Split Schedule: In Split Schedule mode, services will be provided in-person and/or virtually and will be based on the IEP
--	--



services include specialized academic instruction (through one on one or small group interventions, break out rooms from whole group lessons, and/or co-teaching), speech, occupational therapy, and other services as required by IEP.	team recommendations. Students may require services in-person while other students may receive educational benefit from virtual services.
Special Education in Full-Capacity: In Full-Capacity mode, all IEP services will be provided in-person and will be based on IEP team recommendations.	

CLINICAL SERVICES

In every scenario, Clinical Services will be provided based on individual student needs. This will be determined by, and in collaboration with, the MTSS team, parent, and clinician.

Clinical Services in Distance Learning: In Distance Learning mode, services will be provided virtually by a clinician. Clinicians will establish regular meeting times in collaboration with a parent.	Clinical Services in Split Schedule: In Split Schedule mode, clinical services will be provided in-person and/or virtually and will be based on the students needs and access to services. Students may require services in-person while other students may appropriately be served in a virtual setting.
Clinical Services in Full-Capacity: In Full-Capacity mode, services will be provided in-person and will be based on student needs.	

PROFESSIONAL DEVELOPMENT

Network Academic Priorities

The 20-21 academic year will be a continuation of the 19-20 Network Academic Priorities to deepen and solidify high-leverage instructional practices. These [Network Academic Priorities \(20-21\)](#) will remain static in Distance Learning, Split Schedule, and Full-Capacity scenarios.

STANDARDS-ALIGNED PLANNING: LESSON RIGOR

During the 20-21 academic year, Caliber Schools will focus on the rigor of academic lessons to ensure all Caliber students receive access to grade-level instruction.

Expectations + Differentiation

100% of lessons are planned using either a [Caliber Lesson Plan Template](#) or [Caliber Internalization Guide](#).

- Scripted curricula: Internalization Guide / Lesson Plan
- Non-scripted curricula: Lesson Plan

100% of applicable lessons are linked on the [Caliber Instruction Hub](#) by “end of day” every Thursday.

- Lower Schools (CMA K-5, CBA K-4)
 - ELA: Lesson Plan
 - Math: Internalization Guide / Lesson Plan
 - Science OR Social Studies: Unit Plan / Objective Map



- Upper Schools (CMA 6-8, CBA 5-8)
 - ELA: Internalization Guide / Lesson Plan
 - Math: Internalization Guide / Lesson Plan
 - Science: Internalization Guide / Lesson Plan
 - Social Studies: Internalization Guide / Lesson Plan

MASTERY TRACKING: DATA ALIGNMENT

Caliber Schools will use the [Illuminate Data and Assessment](#) platform to track student progress, ensuring that all data is standards-aligned, and either curriculum-based or coach-approved.

Expectations

100% of data logged is standards-based.

100% of data logged comes from curricula-provided assessments or coach-approved assessments.

Differentiation + Cadence

K-4: Tracking

- ELA: 2x/week (minimum)
- Math: 2x/week (minimum)

5: Tracking

- ELA: 2x/week (minimum)
- Math: 2x/week (minimum)
- Science OR Social Studies: 1x/week (minimum)

6-8: Tracking

- ELA: 3x/week (minimum)
- Math: 4x/week “Daily” (minimum)
- Science: 2x/week (minimum)
- Social Studies 2x/week (minimum)

RESPONSE TO DATA: WEEKLY DATA MEETINGS

At Caliber Schools, we believe that instructional data is only as valuable as the conversations that result. As such, Caliber Schools will ensure that all teachers have protected time to engage in Weekly Data Meetings (WDM) on the [Torsh Talent Platform](#) to analyze, plan, and implement targeted strategies for ensuring student growth and achievement.

Expectations

100% of teachers receive at least one Weekly Data Meeting every week that includes (1) Agenda, (2) Student Work Analysis/Protocol ([Daily Data Dive \[D3\] Protocol](#), [Looking at Selected Response \[LASR\] Protocol](#), or [Looking at Free Response \[LAFR\] Protocol](#)), and (3) Identified Next Steps for Teacher and Coach.

Differentiation + Cadence

The Weekly Data Meeting may take place 1:1 or in a team structure. Every teacher must receive at least one Weekly Data Meeting per week.

Instructional Coaching

Instructional Coaching is a cornerstone of Caliber teacher development. In any scenario, instructional coaching



will serve as the primary mechanism by which teachers are developed in pursuit of instructional excellence. All instructional coaching will take place using the [Torsh Talent Platform](#).

TORSH TALENT GUIDES

Torsh Talent will be made accessible to all Teachers, Para-professionals, Instructional Aides, Social Emotional Learning staff, Instructional Coaches, Assistant Principals, School Leaders, and Network Instructional Leaders. See below for guides for using Torsh Talent in any scenario.

- [Torsh Talent Coach Guide](#)
- [Torsh Talent Teacher Guide](#)

INSTRUCTIONAL COACHING TOOLS

Within Torsh Talent, in any given scenario, instructional coaching will occur using the following tools, frameworks, guides, and rubrics.

- [Caliber Strong Start FAST Tool \(SSFT\)](#)
- [Caliber Get Better Faster Sequence \(GBF\)](#)
- [ELA Instructional Practice Guide \(IPG\)](#)
- [Mathematics Instructional Practice Guide \(IPG\)](#)

Caliber Professional Development

In addition to developing strong instructional practices via the Network Academic Priorities and individualized Instructional Coaching, Caliber Schools will offer whole-group professional development both at the start of the academic year and on an ongoing basis.

CALIBER NETWORK PROFESSIONAL DEVELOPMENT

Caliber Schools hosts two Network Professional Development Days per year. In the 20-21 academic year, the first Network Professional Development Day will be held virtually on August 5th, 2020 ([Virtual Network PD Day Agenda](#)). Highlighted session topics will include a keynote address from Dr. Howard Fuller, Trauma-Informed Care, and The Opportunity Myth. Caliber Schools will host a second Network Professional Development Day on March 12th, 2021 with an agenda responsive to the needs of Caliber Schools.

CALIBER SCHOOL-SITE PROFESSIONAL DEVELOPMENT

In addition to Network Professional Development, Caliber Schools remain committed to ongoing professional development that meets the needs of individual school communities. From August 3rd through August 14th, 2020 individual school communities will engage in deep professional learning with fellow school-based teachers and leaders. Key session topics may include, but are not limited to:

- Antiracist Education
- Culturally and Linguistically Responsive Practices
- Social Emotional Teaching + Learning
- Restorative Justice Practices
- Distance Teaching + Learning
- Network Academic Priorities Practice
- School Priorities Practice
- Content Knowledge Development + Practice

To ensure professional development continues regularly throughout the academic year, school-sites have



dedicated Fridays as time for school-based staff to engage in whole-group, small-group, and individualized professional development. In addition, each campus will host Data Days during the year as means of progress monitoring whole-school student growth and achievement.

GRADING + ASSESSMENT

Grading

In an effort to ensure key stakeholders are kept informed of student progress, Caliber will leverage [Illuminate Data and Assessment](#) and [DeansList](#) platforms as primary methods of grading and communication respectively.

LOWER SCHOOL GRADING

All Caliber Lower Schools will employ a 1-4 grading scale, and include the following subjects on Trimester Report cards to be used as one artifact in the larger Personalized Learning Process (PLP) with students.

- Reading and/or Phonics
- Writing
- Mathematics
- Science and/or Social Studies
- Computer Science

UPPER SCHOOL GRADING

For the 20-21 academic year, ChangeMakers Academy Upper School will employ a 1-4 scale, and Beta Academy Upper School will use an A-F scale when grading student work. All Caliber Upper Schools will include the following subjects on Trimester Report cards to be used as one artifact in the larger Personalized Learning Process (PLP) with students.

- English Language Arts (ELA)
- Mathematics
- Science and/or Social Studies
- KidFit and/or Computer Science
- Social Emotional Learning (Comments)

Diagnostic Assessments

Diagnostic assessments are crucial to the Caliber vision for impact in the 20-21 academic year. Caliber Schools must diagnose unfinished instruction to be able to provide the most equitable learning experiences possible for students. Caliber Schools will adhere to the [20-21 Assessment Calendar](#) in any scenario. Caliber Lower Schools will use both the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and the Strategic Teaching and Evaluation of Progress (STEP) assessments to diagnose unfinished teaching and learning. Caliber Upper Schools will also use the NWEA MAP assessment in addition to the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) Presets assessments to determine unfinished instruction. All Caliber Schools will use the English Language Proficiency Assessments for California (ELPAC) to both classify students as English Language Learners (ELLs) and reclassify students as English proficient (RFEP) in all three scenarios.



FALL NWEA MAP

All Caliber students in grades 3rd through 8th grade will take the NWEA MAP assessment as a diagnostic assessment to measure unfinished instruction in ELA and Mathematics. The window of completion for Fall MAP will run from August 17th through October 2nd, 2020.

CAASPP SBAC PRESETS

All Caliber Upper School students in grades 6th through 8th grade at ChangeMakers Academy and 5th through 8th grade at Beta Academy will take the SBAC Presets as an additional measure of unfinished instruction aligned to the historically mandated SBAC assessment. The window of completion for SBAC Presets will run from August 17th through September 18th, 2020.

STEP BOY

All Caliber Lower School students in grades Kindergarten through 5th grade at ChangeMakers Academy and Kindergarten through 4th grade at Beta Academy will take a “Beginning of Year” (BOY) STEP assessment as a more targeted diagnostic assessment of reading proficiency. The window of completion for STEP BOY assessments will run from August 17th through September 4th, 2020.

INITIAL ELPAC

All Caliber students designated “To Be Determined” (TBD) in the California Longitudinal Pupil Achievement Data System (CALPADS) will take the initial English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency and qualification for ELD services. The window of completion for the Initial ELPAC will run from August 24th through September 17th, 2020 (with a potential 45-day extension from the CDE).

SUMMATIVE ELPAC 19-20

As a result of school closures and the historic shift to Distance Learning in the Spring of the 19-20 academic year, Caliber students were unable to complete the Summative ELPAC for the 19-20 school year. As a result, all students previously on the path to reclassifying as English proficient will take the Summative ELPAC for the 19-20 academic year in the Fall of 2020. The window for completion of the 19-20 Summative ELPAC will run in tandem with the Initial ELPAC from August 24th through October 7th, 2020 (soft deadline for reclassification).

Formative Assessments

Formative assessments are critical to maintaining progress that supports student academic growth and achievement. To ensure all Caliber stakeholders are kept aware of student progress, Caliber Schools will leverage a combination of standardized and local assessments to tailor instructional support for students in any scenario. Standardized measures may include the Winter NWEA MAP, CAASPP Interim Assessment Block (IAB), CAASPP Interim Comprehensive Assessment (ICA), and STEP; while local measures may include curriculum-based or coach-approved formative assessments.

WINTER NWEA MAP

All Caliber students in grades Kindergarten through 2nd grade will take the NWEA MAP assessment as a formative assessment to measure progress in ELA and Mathematics. The window of completion for Winter MAP will run from November 30th through December 18th, 2020.



CAASPP INTERIM ASSESSMENT BLOCK (IAB)

All Caliber students in grades 3rd through 8th grade will have the option to take the CAASPP IAB as a formative assessment to measure progress in ELA and/or Mathematics. The window of completion for the IAB will run from November 30th through December 18th, 2020.

CAASPP INTERIM COMPREHENSIVE ASSESSMENT (ICA)

All Caliber students in grades 3rd through 8th grade will take the CAASPP ICA as a formative assessment to measure progress in ELA and Mathematics. The window of completion for the ICA will run from February 1st through February 12th, 2021, with all ICA grades due by February 26th, 2021.

STEP ROUNDS

All Caliber Lower School students will take the STEP assessment as a formative assessment to progress monitor reading growth and proficiency throughout the year. Windows for STEP “Rounds” throughout the academic year are listed below.

- STEP Round 1: September 11th - November 20th, 2020
- STEP Round 2: January 11th - March 5th, 2021

LOCAL ASSESSMENTS

All Caliber Schools will leverage local formative assessments in addition to standardized assessments to progress monitor student growth and achievement. All Caliber Schools will track student mastery using curriculum-based and/or coach-approved formative assessments in [Illuminate Data and Assessment](#).

Summative Assessments

Summative assessments are vital to measuring student academic growth and achievement, and to assessing the quality of instruction in any given scenario. To assess instructional programming and delivery, Caliber Schools will leverage a combination of standardized assessments to support instructional improvement and equitable services for the 21-22 academic year. Such standardized measures may include the Spring NWEA MAP, CAASPP SBAC, STEP, and Summative ELPAC.

SPRING NWEA MAP

All Caliber students in grades Kindergarten through 8th grade will take the NWEA MAP assessment as a summative assessment to measure student mastery of instruction in ELA and Mathematics for the 20-21 academic year. The window of completion for Spring MAP will run from May 3rd through June 4th, 2021.

CAASPP SBAC

Pending California state guidelines, all Caliber students in grades 3rd through 8th grade may take the SBAC as an additional measure of student mastery of instruction in ELA and Mathematics for the 20-21 academic year. The tentative window of completion for SBAC will run from May 3rd through June 4th, 2021.

STEP EOY

All Caliber Lower School students in grades Kindergarten through 5th grade at ChangeMakers Academy and Kindergarten through 4th grade at Beta Academy will take an “End of Year” (EOY) STEP assessment as a more targeted summative assessment of reading growth and proficiency for the 20-21 academic year. The window of



completion for STEP EOY assessments will run from March 29th through June 14th, 2021.


SUMMATIVE ELPAC

In an effort to reclassify ELLs as English proficient, all students who remain classified as ELLs will take the Summative ELPAC for the 20-21 academic year. The window of completion for the 20-21 Summative ELPAC will run from January 19th through April 30th, 2021.

Caliber: ChangeMakers Academy


Explore the performance of Caliber: ChangeMakers Academy under California's Accountability System.

Chronic Absenteeism




Orange

Suspension Rate




Blue

English Learner Progress




No Performance Color

English Language Arts



Orange

Mathematics



Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME

Caliber: ChangeMakers Academy

ADDRESS

500 Oregon Street
Vallejo, CA 94590-3254

WEBSITE

<http://www.calibercma...>

GRADES SERVED

K-8

Student Population

Explore information about this school's student population.

Enrollment

708

Socioeconomically Disadvantaged

64.1%

English Learners

15%

Foster Youth


0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

14.8 points below standard

Declined 9.3 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0
Red

4
Orange


0
Yellow

0
Green

0
Blue

LEARN MORE

Mathematics



Orange

56.6 points below standard

Declined 23.8 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0
Red

4
Orange

0
Yellow

0
Green

0
Blue

LEARN MORE

English Learner Progress

39.2% making progress towards English language proficiency

Number of EL Students: 51

Progress Levels

Very High = 65% or higher

High = 55% to less than 65%

Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



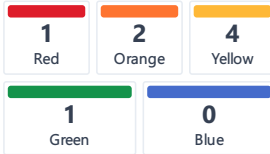
Orange

13.2% chronically absent

Maintained -0.4%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

CALIBER: CHANGEMAKERS ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



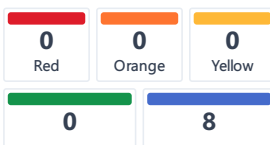
Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

14.8 points below standard


Declined 9.3 Points ▼

Number of Students: 366

Student Group Details


All Student Groups by Performance Level

4 Total Student Groups



Red

No Students




Orange

African American

English Learners


Hispanic

Socioeconomically Disadvantaged




Yellow

No Students



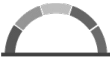
Green

No Students



Blue

No Students



No Performance Color

Asian

Filipino

Two or More Races

Pacific Islander

Students with Disabilities

White

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

14.3 points above standard

Declined 15.7 Points ▼

Number of Students: 26

Two or More Races

No Performance Color

5 points above standard

Maintained 1.9 Points

Number of Students: 25

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

94.5 points below standard

Declined 6 Points ▼

Number of Students: 50

White

No Performance Color

20.9 points above standard

Declined 16 Points ▼

Number of Students: 21

African American

Orange

29.1 points below standard

Declined 9.7 Points ▼

Number of Students: 109

English Learners

Orange

42.3 points below standard

Declined 20.9 Points ▼

Number of Students: 110

Hispanic

Orange

16.5 points below standard

Declined 10.1 Points ▼

Number of Students: 183

Socioeconomically Disadvantaged

Orange

25.1 points below standard

Declined 9.2 Points ▼

Number of Students: 247

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017**2018****2019**

All Students

6.4 points below standard

5.5 points below standard

14.8 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
77 points below standard	2.5 points above standard	10.8 points below standard
Declined 26.5 Points ▼	Declined 5.3 Points ▼	Declined 9.8 Points ▼
Number of Students: 62	Number of Students: 48	Number of Students: 219

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

56.6 points below standard







Declined 23.8 Points ▼

Number of Students: 367

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>African American</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>Asian</p> <p>Filipino</p>

Asian



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 1

Filipino



No Performance Color

11 points below standard

Declined 31.3 Points ▼

Number of Students: 26

Two or More Races



No Performance Color

37.8 points below standard

Declined 33.1 Points ▼

Number of Students: 25

Pacific Islander



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

139.6 points below standard

Declined 35.9 Points ▼

Number of Students: 51

White



No Performance Color

38.9 points below standard

Declined 29.9 Points ▼

Number of Students: 21

African American



Orange

67.9 points below standard

Declined 16.8 Points ▼

Number of Students: 109

English Learners



Orange

84.5 points below standard

Declined 39 Points ▼

Number of Students: 111

Hispanic



Orange

60.7 points below standard

Declined 26.9 Points ▼

Number of Students: 184

Socioeconomically
Disadvantaged

Orange

65.6 points below standard

Declined 26.2 Points ▼

Number of Students: 248

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	32.3 points below standard	32.8 points below standard	56.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

120.9 points below standard

Declined 52.8 Points ▼

Number of Students: 63

Reclassified English Learners

36.8 points below standard

Declined 13.7 Points ▼

Number of Students: 48

English Only

50.6 points below standard

Declined 19.1 Points ▼

Number of Students: 219

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

1234

12L 2H3L 3H4

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

39.2% making progress towards English language proficiency

Number of EL Students: 51

Performance Level

Low

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

3	Initial Implementation
---	------------------------

History - Social Science

3	Initial Implementation
---	------------------------

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

3	Initial Implementation
---	------------------------

History - Social Science

2	Beginning Development
---	-----------------------

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

2

Beginning Development

Mathematics – Common Core State Standards for Mathematics

3

Initial Implementation

Next Generation Science Standards

3

Initial Implementation

History - Social Science

3

Initial Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3

Initial Implementation

Health Education Content Standards

3

Initial Implementation

Physical Education Model Content Standards

4

Full Implementation

Visual and Performing Arts

1

Exploration And Research Phase

World Language

1

Exploration And Research Phase

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4

Full Implementation

Identifying the professional learning needs of individual teachers

4

Full Implementation

Providing support for teachers on the standards they have not yet mastered

4

Full Implementation

Additional Comments

Curriculum selection was guided by alignment with the Common Core. Over the summer, teacher leaders and administration worked on scope and sequences, pacing calendars, unit plans, and interim assessments to ensure alignment with Common Core and across subjects and grade levels. During initial professional development teachers worked with pacing calendars, took the first interim assessment, and planned daily lesson plans tied to the unit and interim assessment. Teachers were also introduced to the digital learning platforms that were aligned so that they could use as part of their rotation/blended learning model.

Teachers used bi-weekly assessments to monitor student progress against their scope and sequence and make adjustments as needed. The professional development was aligned with the school strategic plan.

Throughout the year, teachers received PD related to the Common Core, to better understand the required instructional shifts and the academic rigor of the standards. Teachers would plan the week using that information as a guide to the level of rigor and thinking required to be successful. Throughout the year the school administration would revisit the weekly professional development calendar to make adjustments based on data, observation/coaching notes, and feedback.

We measure progress on this Priority in our LCAP annual update process each spring (see LCAP goal #3 re: academically college ready) and present this information to our board during that process.

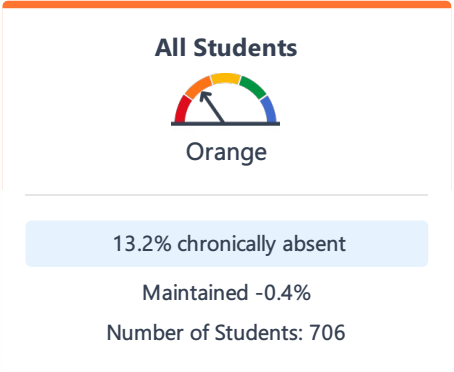
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

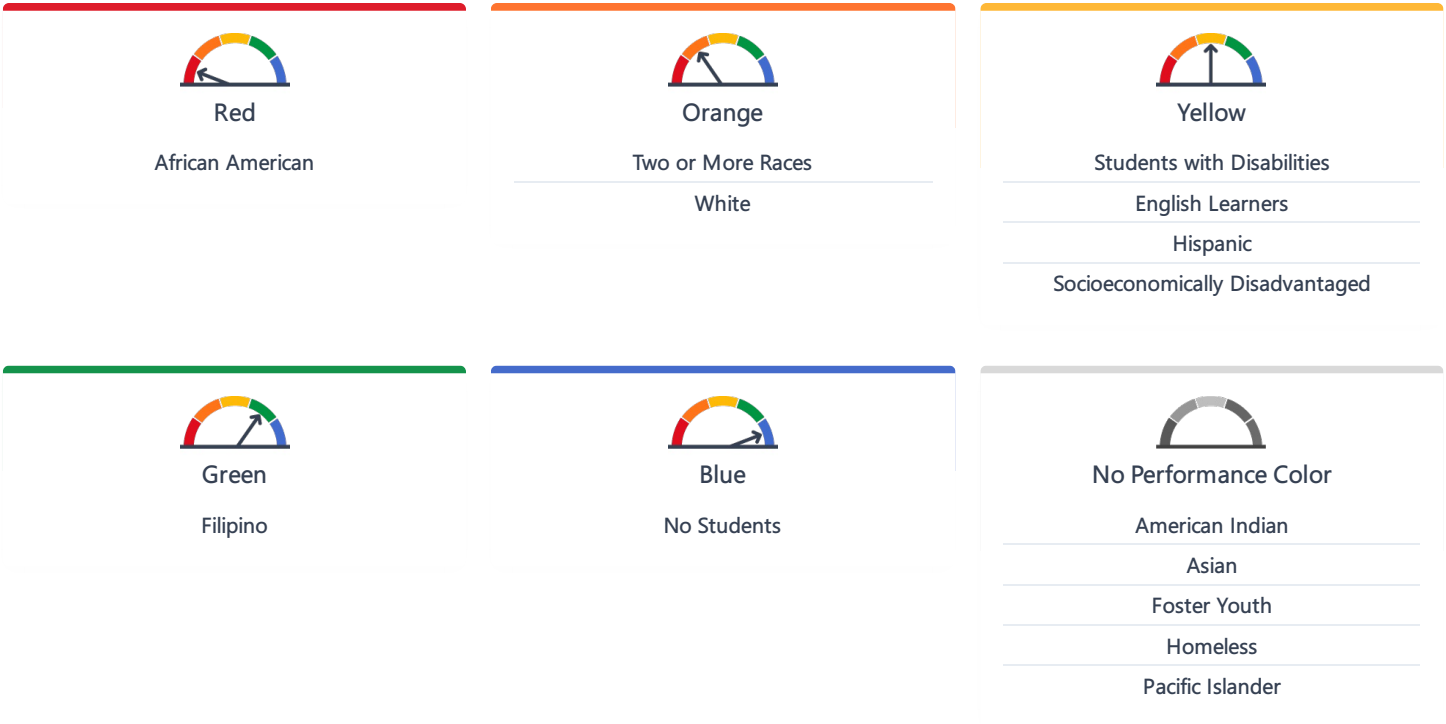
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Red

15.3% chronically absent

Increased 3.9% ▲

Number of Students: 203

Two or More Races



Orange

17% chronically absent

Increased 3.8% ▲

Number of Students: 53

White



Orange

24% chronically absent

Declined 1.6% ▼

Number of Students: 50

Students with Disabilities



Yellow

16.1% chronically absent

Declined 2.8% ▼

Number of Students: 87

English Learners



Yellow

11.5% chronically absent

Declined 1.4% ▼

Number of Students: 113

Hispanic



Yellow

11.6% chronically absent

Declined 3.5% ▼

Number of Students: 328

Socioeconomically Disadvantaged



Yellow

13.1% chronically absent

Declined 2.9% ▼

Number of Students: 464

Filipino



Green

4.7% chronically absent

Maintained 0.4%

Number of Students: 64

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All students receive ELA, Math, Science, and Social Studies instructions per the legislated minutes of instruction requirement. Students are also enrolled in PE and Computer Science as electives. We also run an RtI model which serves to provide students with layers of support per their individual needs. This takes the form of English Language Development for all students that have yet to reclassify and targeted intervention for students displaying need.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

In grades K-5, students have either science or social studies on a six week cycle and an increased number of minutes for ELA and Math instruction. In the upper school, students see all ELA and MATH core content classes daily for 90 minutes and S.S/Science is 240 Min/week. This is the first year of our designated ELD block.

3. Identification of any barriers preventing access to a broad course of study for all students.

We do not have the capacity in terms of timing for our students. We currently offer the core academic programs, with the addition of computer science and PE

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We offer clubs, and connect with outside agencies such as Chess Club, yearbook club, Cheer and Dance, Sustainability, and Student Council

Additional Comments

Before the school year, the school leadership team, in collaboration with teacher leaders, created a master schedule that included regular blocks of time for computer science, social studies, science, and physical education for all students. A staff of 3 computer science teachers was hired to ensure that students would have regular access to computer science. All of our students receive physical education and music throughout the school year.

We measure progress on this Priority in our LCAP annual update process each spring (see LCAP goal #7 re: critical thinking across multiple subjects) and present this information to our board during that process.

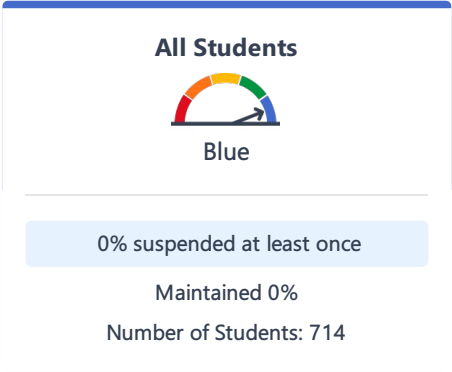
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

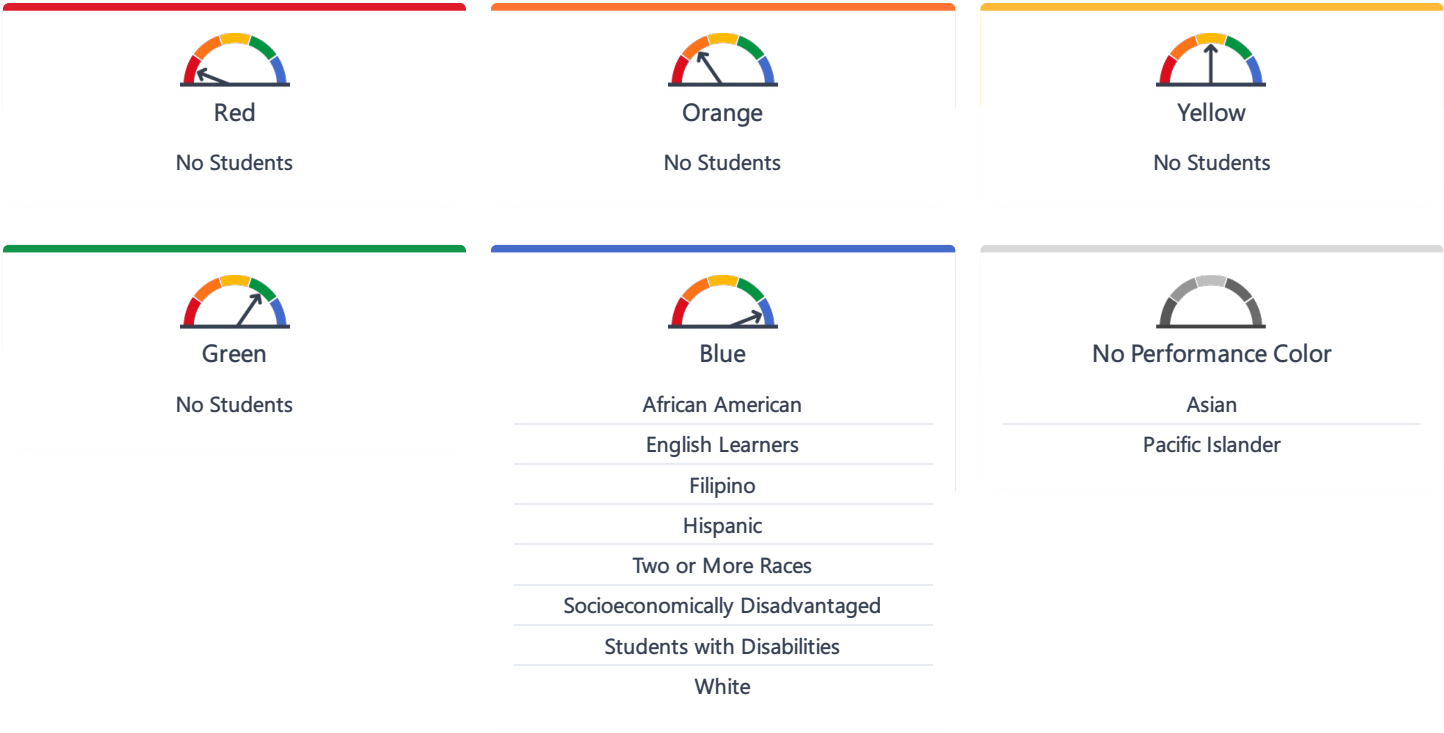
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Blue

0% suspended at least once

Maintained 0%

Number of Students: 207

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 114

Filipino



Blue

0% suspended at least once

Maintained 0%

Number of Students: 64

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 329

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 55

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 468

Students with Disabilities



Blue

0% suspended at least once

Maintained 0%

Number of Students: 87

White



Blue

0% suspended at least once

Maintained 0%

Number of Students: 50

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
15 misassignments of teachers of English learners (Including 5 who do not need a credential and cannot obtain EL Authorization without a credential, 16 total teacher misassignments, 2 vacant teacher positions
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
~25%
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

Additional Comments

While the Williams settlement requirements are not directly applicable to Caliber: Changemakers Academy, we pride ourselves on providing a learning environment that meets the types of needs identified in State Priority #1. Our LCAP includes goals that address the need for a safe, clean and functional school facility with over 99% of parents and students stating satisfaction with facilities. All of our students have access to instructional materials at school and we don't assign mandatory at homework where students would not have access to instructional materials at home. We can facilitate making those resources available during and/or after school if there are individual needs. We have taken active steps in 2018-19 to ensure we meet the teacher credential goals in our LCAP on a going forward basis.

We measure progress on this Priority in our LCAP annual update process each spring (see LCAP goals #1, 2 and 3 re: supporting teachers and staff, fostering and maintaining a safe and joyful space, academically college ready) and present this information to our board during that process.

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

- 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

Full Implementation
- 2. Rate the LEA's progress in creating welcoming environments for all families in the community.**

Full Implementation
- 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

Full Implementation
- 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

While we have taken steps to provide families with instructional materials to support learning at home, we do not have a comprehensive or regular practice across all content areas at this time. Additionally, we are currently working to iterate our student-led conference protocols in Middle School to increase the impact of this practice. We have done several trainings for families in both SEL and math this year.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The LEA is committed to partnership with families and increasing their engagement on campus. While all staff value family partnership, some still struggle with providing meaningful pathways to engage families. We are currently working to move past community events, such as Fall and Spring Festivals, and to deep and authentic collaboration through student-led conferences, collaborative problem solving structures, and regular, frequent programming.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The LEA seeks family feedback frequently and deeply around program shifts, budget, facilities, and strategy. We need to do more to obtain family feedback on family engagement itself. 94% of families feel satisfied with how Caliber communicates with them.

We measure progress on this Priority in our LCAP annual update process each spring (see LCAP goal #4 re: partnering with families) and present this information to our board during that process.

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

We administer the Panorama Education - School Climate and Culture Survey every year. We review results with staff and families through PD and SSCs gets reviewed with our board in June. Overall results in parent engagement are incorporated into our LCAP.

Our overall results are strong. In the Spring of 2019, students rated us positively across almost all categories:

Rigorous Expectations (question such as "When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?")

Cultural and linguistic competence (questions such as "People of different cultural backgrounds, races, or ethnicities get along well at this school")

School Safety (questions such as "How likely is it that someone from your school will bully you online?" Teacher-student relationships (questions such as "If you walked into class upset, how many of your teachers would be concerned?")

Learning Strategies (questions such as "How confident are you that you can choose an effective strategy to get your schoolwork done well?")

Sense of belonging (questions such as "how well do people at your school understand you as a person?") These results we were on par or above average with the New Schools Invent cohort.

Additional Comments

We measure progress on this Priority in our LCAP annual update process each spring (see LCAP goal #6 re: creating a positive student culture) and present this information to our board during that process.

Overview

When Caliber submitted its establishment charter petition to open Caliber: ChangeMakers Academy, the organization committed to operating the school in a fiscally sound manner. Over the past four school years, Caliber has fulfilled that commitment, having accomplished the following important fiscal objectives:

- ChangeMakers' financial results since opening in the fall of 2016 have met or exceeded the forecasts that were created at the time of the Charter School's establishment charter petition as a result of stronger enrollment and growth, stronger rates of per-pupil public funding (most notably LCFF funding), and strong philanthropic funding support which was deliberately excluded from the establishment charter petition forecast.
- ChangeMakers has operated at an overall financial surplus and has built up a modest, positive fund balance and cash reserve. As of the end of the 2019-20 fiscal year, the school had net assets of approximately \$1.38 million.
- The Charter School has budgeted its enrollment, attendance, and revenues at a conservative level, and has met or exceeded our goals.
- The Charter School has secured a long-term, affordable, private facility that will meet ChangeMakers' needs during the proposed charter renewal term and beyond.
- Each year Caliber Public Schools has successfully completed a fiscal audit with no material findings related to the operations or finances of ChangeMakers or any other part of the organization.
- ChangeMakers has consistently filed all budget, attendance, SELPA, and other fiscal reports accurately and on a timely basis.
- ChangeMakers has remained in good standing with both its authorizer and its SELPA on a consistent basis since it was authorized.

ChangeMakers and Caliber have also developed and consistently maintain prudent fiscal and risk management practices to ensure that the school remains on solid footing in the event of unexpected circumstances:

- Caliber has consistently maintained all required insurance coverages (e.g., general liability, property, student accident, etc.), and has put in place policy limits that exceed the norm for an organization of Caliber's size and tenure.
- Caliber has secured a \$2.00 million working capital line of credit with First Republic Bank that would be available in the event of any delays in public revenue apportionments or other unexpected financial difficulties.
- Caliber applied for and received a loan under the Paycheck Protection Program (PPP) that enabled it to maintain payroll and staffing this past spring despite the substantial economic uncertainties created by the COVID-19 pandemic and resulting economic downturn.
- In addition to the ChangeMakers reserves noted above, the Caliber Public Schools central office had an additional \$4.26 million net asset balance as of the end of the

2019-20 fiscal year. This additional reserve has been raised from philanthropic donors over the organization's history, is unrestricted, and would be available to support the Charter School in the future if needed.

The financial forecast that ChangeMakers is providing in conjunction with the charter renewal petition is consistent with the budgetary and fiscal management practices the school has employed in the past. The revenue forecast is based on realistic assumptions about enrollment, attendance, and funding levels, and the expense forecast is based on reasonable expectations of staffing, other expenditures, and inflation. As a result, Caliber has a high level of confidence that it will be financially able to operate ChangeMakers as planned for the next five years and beyond.

Enrollment & ADA

ChangeMakers currently serves 825 students in grades TK-8. The *Enrollment Forecast* included below indicates the number of students in each grade this school year, as well as the forecasted enrollment and ADA in through the term of the proposed charter renewal.

The school anticipates a slight increase in enrollment over the next two years as current, half-full cohorts in certain grades graduate and lower grades matriculate to the next higher grade levels. As that growth will happen naturally, the Charter School does not anticipate a need to attract a significant number of new students in any grade other than TK/Kindergarten, where the Charter School has had a consistent track record of being oversubscribed by a wide margin.¹

ChangeMakers has built its ADA and revenue forecasts under assumptions of student attrition and attendance than are consistent with what it has experienced in the past. In the past three years, the Charter School's ratio of ADA to enrollment (inclusive of attrition as well as absences) has ranged from 93%-94%, and the financial forecast for proposed charter term is based on the assumption of a 93% ratio. As a result, the Charter School is confident that it will meet the ADA projections in the forecast.

Demographics

Free and Reduced Price Meals ("FRPM")

The Charter School implemented a new enrollment lottery preference in the lottery for 2020-21 enrollment. It was designed to address a previous inconsistency between the proportion economically disadvantaged students that the Charter School has served in previous years relative to that of Vallejo City Unified School District ("VCUSD" or the "District"). As a result of the lottery preference, we now have an FRPM percentage of roughly 70%.² The forecast model assumes the FRPM percentage will be comparable going forward.

¹ In each of its first five years, the number of applicants for ChangeMakers' roughly 100 available TK and Kindergarten seats has been at least double what the school has been able to accept, leading to a large waitlist. For the current school year, for example, the ChangeMakers received 221 applications for TK and Kindergarten; in 2019-20 we received 285 applications; in 2018-19, we received 253 applications; in 2017-18 we received 341 applications; and in our opening year we received 268 applications.

² Based on FRPM applications collected through the date of the charter renewal petition submission.

English Learners (“ELs”)

The Charter School has consistently served a similar proportion of English Learners as the District average, and it anticipates that it will continue to do so. The Charter School’s current EL percentage is approximately 15%.³ The forecast model assumes it will be comparable going forward.

Unduplicated Percentage

The Charter School originally served a higher percentage of unduplicated students than the District but fell below the District in 2018-19 and 2019-20. As noted above under FRPM, we have implemented an enrollment lottery preference that will bring the ChangeMakers FRPM and unduplicated percentages back to a level that is consistent with that of the District. While we anticipate that it will mirror the District as early as this year, the financial forecast presented in below is based on the more conservative assumption that it takes three years for the Charter unduplicated percentage to converge with that of the District (roughly 74.5%).⁴

Revenue

The *Revenue Detail* included below includes a breakdown of the various revenues that are included in the Charter School’s financial forecast. The following is a summary of the major revenue categories and the underlying assumptions behind each them.

LCFF Revenue (inclusive of State Aid, EPA, and in Lieu Property Tax Revenue)

The Charter School’s LCFF revenue assumptions were created using the FCMAT Local Control Funding Formula Calculator (version 21.2). Because the FCMAT calculator only estimates funding through 2024-25, we have assumed that 2025-26 matches 2024-25. The specific LCFF assumptions for COLA and Gap Funding are as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Statutory COLA	2.31%	2.48%	3.26%	0.00%	0.00%	0.00%
COLA Suspension	-2.31%	-2.48%	-3.26%			
Effective “All-in” COLA	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
% LCFF Gap Funded	100%	100%	100%	100%	100%	100%

Federal Title Funding

The Charter School has consistently applied for and received Title I, Title II, Title III, and Title IV funding, and it expects to do so in the future. The funding forecast for these programs is

³ Based on EL-classification surveys and testing that has occurred thus far this fall.

⁴ As reported in the CDE’s 2019-20 Second Principal Apportionment (P-2) funding exhibits.

equivalent to historical averages (on a \$/pupil basis). The Charter School will follow all Federal guidelines for expenditures in relation to Title program funding.

Federal CARES Act Funding

The Charter School's revenue forecasts do not include a continuation of any of the one-time funding (e.g., ESSER, LLMF) that the Federal government is providing this year.

Special Education Funding

The Charter School has been a member in good standing of the EDCOE Charter SELPA during all five years of its operations. The Charter School's forecast of State and Federal special education funding is based on the level of funding that the SELPA has recommended that members budget. The Charter School will follow all SELPA, State, and Federal guidelines for expenditures in relation to special education funding.

Child Nutrition Funding

The Charter School receives both federal and state reimbursements for meals served to students who qualify for free and reduced-price meals. ChangeMakers serves four meals per day to students as follows:

- Breakfast and lunch are served during the regular school day, and the Charter School receives reimbursements for meals through the National School Lunch Program ("NSLP")
- Snacks and suppers are served to students during the after-school program, and the Charter School receives reimbursements through the Child and Adult Care Food Program ("CACFP")

The Charter School's financial forecast assumes meal quantities and federal and state reimbursements that are consistent with published rates and ChangeMakers' previous experience. The Charter School will follow all program guidelines for the serving, tracking, and reimbursement of meals via the NSLP and CACFP.

Other Public Revenues

The Charter School expects to receive lottery funding and has incorporated revenue assumptions for such funding that align with the guidance received from the CDE.

The Charter School has historically received funding under the After School Education & Safety ("ASES") program. ChangeMakers received an original 3-year grant in 2017-18 that was recently renewed for an additional 3-years starting in 2020-21. The forecast is based on continuing to apply for and receive extensions of this grant throughout the proposed renewal term.

Fundraising & Donations

While Caliber successfully applied for a number of large private grants to open ChangeMakers and to fund the construction of its private facility, it does not plan to continue large on-going fundraising campaigns to philanthropic donors. As such, the Charter School has built its revenue forecast without including any such donations.

In addition to one-time private donations, the school has received fundraising support from ChangeMakers' committed and engaged parent group. The parent community has consistently

planned and executed annual events (such as the Spring Festival) to support community-building activities on campus. ChangeMakers anticipates these will continue at a modest level but is not reliant on them to meet its core financial obligations. As such, we have not included them in our financial forecast.

Expenses

Expenses have been forecasted based on experience from the past four years of operations. Expense assumptions include annual adjustments to account for inflation, as well as plans for a minor increase in staffing and expenses as the Charter School completes its enrollment growth over the next three years. The *Expense Detail* below shows a breakdown of the various expenses that are included in the forecast. Below is a summary of the major expense categories and the underlying assumptions behind them.

Staffing and Benefits

The *Staffing Forecast* provided below includes the anticipated headcount for the Charter School over the next five years. Salary levels are forecasted to rise as teachers and other staff gain experience and move through Caliber's published pay scales.

Taxes, health, retirement, and other benefit costs have been modeled on those that the Charter School has experienced in the past and factor in anticipated cost increases that are consistent with prior experience. Two material items warrant specific mention. Firstly, Caliber will continue to offer health benefits for all full-time staff members. The average expected cost of health benefits is expected to rise more quickly than other costs, as has been the case in previous years. Secondly, Caliber will continue to offer a 401(k) plan for all staff members. The forecast includes a continuation of Caliber's practice of contributing 3% of each eligible employee's salary to the 401(k) plan, regardless of amounts contributed by the employees.

In addition to the full-time Special Education staff that the Charter School expects to hire, ChangeMakers has also forecasted the hiring of special education contractors to provide services that are customized to the needs of individual students. These services have been forecasted at a comparable rate (on a \$/student basis) as the historical costs ChangeMakers have experienced. The Charter School has also budgeted an appropriate SELPA administrative expense that is based on its intended continued participation in the EDCOE Charter SELPA.

Instructional Supplies and Technology

The Charter School is budgeting for the purchase of general education curriculum, supplies, software, technology, and other services to support the school's students and staff. The technology expense forecast includes reasonable assumptions for the replacement lifecycle of equipment (an average of 3 years for student equipment and 4 years for staff equipment). The Charter School has also forecasted costs for the school's computer science, physical education, art/music, and after-school programs that are consistent with the Charter School's historical experience. The forecast anticipates an annual adjustment for inflation in these costs.

Facilities

As noted in the charter renewal petition, the Charter School currently occupies a private facility at 500 Oregon Street in Vallejo, CA. The facility is leased from a Caliber 501c3 supporting

organization for the duration of the proposed charter renewal term and beyond. The annual lease costs and cash flows are incorporated in the *Expense Detail* below.

Services Provided by Caliber Public Schools' School Support Organization ("SSO")

The Caliber SSO provides a variety of academic and instructional supports to the Charter School's leadership and teaching team under the leadership of the Caliber Chief Schools Officer. Services include, but are not limited to:

- Curriculum planning and development
- Instructional coaching and other professional development
- Special education program guidance and training
- Development and leadership of professional development communities
- Assessment development
- Program innovation and development
- Data collection and analysis
- LCAP/LEA Plan support

The Caliber SSO also provides a variety of "back office" functions for the Charter School. These include, but are not limited to:

- Staff recruiting and talent development
- HR administrative services (e.g., payroll, benefits, & 401(k) administration)
- Finance, accounting, and bookkeeping services
- Fiscal and student reporting services (e.g., grant, budget, and CALPADS reporting)
- Assessment and student data support
- Real estate management
- Meal program support
- Facility management support

The Charter School pays Caliber Public Schools an annual fee to provide these services. The fee is currently set at an amount equal to 10% of the LCFF revenues from the Charter School. The Caliber Public Schools Board of Directors will review, on an annual basis (in conjunction with reviewing and approving the Charter School's annual budget), whether it is able to provide these services at a rate that remains comparable to that which is assessed by other charter school operators and lower than the cost that the Charter School would otherwise incur to secure similar services elsewhere. In the event Caliber is unable to continue to provide these services at a comparable rate, Caliber will supplement or supplant the services provided in order to ensure the Charter School expends no more than is reasonable on administrative services.

Meal Program Expenses

Our food service program forecast assumes that a similar proportion of students will elect to receive free meals as they have received them in the past. As in the past, the Charter School intends to offer breakfast and lunch during the regular school day and snacks and supper for those who participate in the after-school program. These costs are projected to increase slightly each year in the future to adjust for inflation.

Other Expenses

Other operating costs are estimated at a rate comparable to ChangeMakers' historical experience.

Fund Balance

The revenues and expenses outlined above are combined in the *Financial Projection* attached below. It summarizes the anticipated net financial position of the Charter School for the duration of the proposed charter term. As has been the case in the past, the school expects to operate at a small overall financial surplus each year. As of the end of the 2025-26 fiscal year, the school expects to have net assets of approximately \$3.1 million.

Cash Flow

The Charter School has also prepared a 5-year monthly *Cash Flow Projection* below. Cash receipts are forecasted to arrive on schedules set by the various funding sources and are adjusted to account for the substantial cash flow deferrals that the State of California has communicated this year. While we anticipate that the deferrals will improve in future years, our financial forecast uses the arguably conservative assumption that the deferrals will remain in place throughout the proposed charter renewal term.

As a result of the substantial state revenue deferrals, the school is projected to face tight cash positions in the spring/summer each year with the largest gap projected to occur in July 2021. In order to prevent a cash short-fall, Caliber has applied on ChangeMakers' behalf to the California School Finance Authority's charter school [Advances on State Aid Payments \(ASAP\)](#) program. This program provides low cost working capital for charter schools that is similar to the types of tax revenue anticipation notes (TRANS) that are commonly used by traditional school districts to manage cash flow deferrals. The CSFA has indicated that it will continue to make the ASAP program available in future years if state deferrals continue, and Caliber would participate if/when it is needed. The forecast provided below includes an ASAP program loan of \$1,000,000 in 2021 and a lower level of participation (\$500,000) in 2021-2025.

In the unlikely event that the ASAP program is oversubscribed, or ChangeMakers is otherwise unable to participate in the program, Caliber also has also arranged for other options to cover the cash shortfall that the school would face as a result of state revenue deferrals. Caliber has committed to postpone the collection of its SSO services fee in any year where that fee would result in a cash shortfall for the school. In the event that additional capital is needed, Caliber has arranged for a line of credit with First Republic Bank, that is sufficiently large to address any projected cash shortfalls. If needed, Caliber would draw on the line to fund any gaps at ChangeMakers.

As is evidenced in the monthly cash flow forecast and taking into account the level of borrowing described here, ChangeMakers' sources of funding are sufficient to maintain a positive cash balance on a going forward basis. This will ensure the fiscal solvency of the Charter School.

Caliber: ChangeMakers Academy Charter Renewal Petition Enrollment Forecast

ENROLLMENT SUMMARY						
Enrollment by Grade						
	Actual 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26
TK	18	14	14	14	14	14
K	99	100	100	100	100	100
1	102	104	104	104	104	104
2	107	104	104	104	104	104
3	103	104	104	104	104	104
4	103	104	104	104	104	104
5	60	100	100	100	100	100
6	83	90	90	90	90	90
7	63	90	90	90	90	90
8	87	60	90	90	90	90
Total Enrolled	825	870	900	900	900	900
Enrollment by Grade Span						
TK-3	429	426	426	426	426	426
4-6	246	294	294	294	294	294
7-8	150	150	180	180	180	180
Total Enrolled	825	870	900	900	900	900
ADA % by Grade Span						
TK-3	96%	93%	93%	93%	93%	93%
4-6	96%	93%	93%	93%	93%	93%
7-8	96%	93%	93%	93%	93%	93%
ADA by Grade Span						
TK-3	409.74	396.18	396.18	396.18	396.18	396.18
4-6	234.95	273.42	273.42	273.42	273.42	273.42
7-8	143.27	139.50	167.40	167.40	167.40	167.40
Total ADA	787.96	809.10	837.00	837.00	837.00	837.00

Note: 2020-21 ADA based on statewide average per SB 820.

Caliber: ChangeMakers Academy Charter Renewal Petition
Revenue Detail

REVENUE DETAIL	Unaudited	Projected	Projected	Projected	Projected	Projected	Projected	Notes
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
LCFF Funding								
State Aid	\$ 5,149,000	\$ 5,663,000	\$ 5,816,000	\$ 6,100,000	\$ 6,211,000	\$ 6,282,000	\$ 6,282,000	Based on FCMAT Calculator v21.2 through 2024-25 (0% COLA from 2019-20 through 2025-26)
ILPT	\$ 1,786,000	\$ 1,892,000	\$ 1,996,000	\$ 2,064,000	\$ 2,064,000	\$ 2,064,000	\$ 2,064,000	
EPA	\$ 143,000	\$ 158,000	\$ 162,000	\$ 167,000	\$ 167,000	\$ 167,000	\$ 167,000	
Federal Funding								
Title I	\$ 160,000	\$ 190,000	\$ 199,000	\$ 206,000	\$ 206,000	\$ 206,000	\$ 206,000	2019-20 includes CARES ESSER funding at current entitlements Future years based on flat non-ESSER \$/pupil - 0% COLA
Title II	\$ 26,000	\$ 28,000	\$ 33,000	\$ 34,000	\$ 34,000	\$ 34,000	\$ 34,000	
Title III	\$ 12,000	\$ 12,000	\$ 14,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	
Title IV	\$ 12,000	\$ 13,000	\$ 15,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	
ESSER & LLMF	\$ -	\$ 746,000	\$ -	\$ -	\$ -	\$ -	\$ -	
SPED Funding								
CA SPED	\$ 396,000	\$ 504,000	\$ 485,000	\$ 512,000	\$ 527,000	\$ 538,000	\$ 543,000	Based on SELPA \$/pupil guidance for 2020-21
Federal SPED	\$ 94,000	\$ 94,000	\$ 103,000	\$ 109,000	\$ 114,000	\$ 115,000	\$ 116,000	0% COLA on a \$/pupil basis through 2022-23; 1% after that
Meal Funding								
Federal	\$ 192,000	\$ 320,000	\$ 336,000	\$ 354,000	\$ 361,000	\$ 369,000	\$ 376,000	2019-20 artificially low because of school closure
State	\$ 12,000	\$ 17,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	Future years based on normal meal service patterns
Facility Funding								
SB740	\$ 605,000	\$ 743,000	\$ 831,000	\$ 837,000	\$ 844,000	\$ 850,000	\$ 856,000	Assumes the program remains underfunded by 10%
Other Public Revenues								
Lottery	\$ 153,000	\$ 157,000	\$ 168,000	\$ 174,000	\$ 174,000	\$ 174,000	\$ 174,000	Based on flat \$/student (0% COLA)
ASES	\$ 133,000	\$ 133,000	\$ 133,000	\$ 133,000	\$ 133,000	\$ 133,000	\$ 133,000	Based on flat funding levels
Other	\$ 25,000	\$ 13,000	\$ 13,000	\$ 13,000	\$ 14,000	\$ 14,000	\$ 14,000	
Local Revenue								
Donations	\$ 98,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Projected revenues exclude any large donations
Interest	\$ 28,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	Interest earned on funds held in Solano Treasury
Total Revenues	\$ 9,024,000	\$ 10,703,000	\$ 10,343,000	\$ 10,775,000	\$ 10,920,000	\$ 11,017,000	\$ 11,037,000	

Note: Figures shown do not always total exactly due to rounding.

Caliber: ChangeMakers Academy Charter Renewal Petition
Expense Detail

EXPENSE DETAIL	Unaudited 2019-20	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Notes
Compensation								
General Education	\$ 3,088,000	\$ 3,640,000	\$ 3,859,000	\$ 4,012,000	\$ 4,084,000	\$ 4,150,000	\$ 4,211,000	See staffing forecast for headcount assumptions
Special Education	\$ 607,000	\$ 743,000	\$ 727,000	\$ 746,000	\$ 763,000	\$ 778,000	\$ 792,000	Compensation based on Caliber's published pay scales
Computer Science	\$ 196,000	\$ 196,000	\$ 201,000	\$ 208,000	\$ 214,000	\$ 219,000	\$ 223,000	Growth in costs equivalent to an average ~2% / year increase
PE	\$ 184,000	\$ 205,000	\$ 209,000	\$ 215,000	\$ 219,000	\$ 223,000	\$ 227,000	
Operations	\$ 444,000	\$ 497,000	\$ 492,000	\$ 499,000	\$ 507,000	\$ 515,000	\$ 523,000	
Payroll Taxes & Benefits	\$ 942,000	\$ 1,099,000	\$ 1,201,000	\$ 1,258,000	\$ 1,294,000	\$ 1,331,000	\$ 1,361,000	Benefits costs projected to grow at a faster rate (+3-5%/EE/year)
Instruction Supplies & Services								
General Education	\$ 298,000	\$ 293,000	\$ 248,000	\$ 211,000	\$ 214,000	\$ 217,000	\$ 220,000	Expecting to tightly manage supply and service budgets
Special Education	\$ 349,000	\$ 312,000	\$ 293,000	\$ 298,000	\$ 303,000	\$ 307,000	\$ 312,000	to weather the current economic downturn while protecting staffing.
Field Trips	\$ 25,000	\$ -	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 10,000	
Other Instruction	\$ 31,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 27,000	\$ 27,000	
After School Program	\$ 146,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	Expect to maintain after school program support
Meals	\$ 233,000	\$ 372,000	\$ 387,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	2019-20 artificially low because of school closure
Administration								
Supplies & Equipment	\$ 125,000	\$ 110,000	\$ 102,000	\$ 105,000	\$ 107,000	\$ 108,000	\$ 110,000	Expecting to tightly manage supply and service budgets
Professional Services	\$ 166,000	\$ 133,000	\$ 137,000	\$ 141,000	\$ 142,000	\$ 144,000	\$ 145,000	to weather the economic downturn while protecting staff.
Professional Development	\$ 112,000	\$ 40,000	\$ 41,000	\$ 42,000	\$ 42,000	\$ 42,000	\$ 43,000	Moving to predominantly in-house PD.
Communications	\$ 40,000	\$ 31,000	\$ 33,000	\$ 34,000	\$ 35,000	\$ 35,000	\$ 36,000	
Caliber Services	\$ 699,000	\$ 771,000	\$ 805,000	\$ 845,000	\$ 844,000	\$ 851,000	\$ 854,000	Based on 10% of LCFF revenue
Other Administrative Costs	\$ 51,000	\$ 46,000	\$ 81,000	\$ 69,000	\$ 68,000	\$ 70,000	\$ 47,000	
Facilities	\$ 1,145,000	\$ 1,290,000	\$ 1,230,000	\$ 1,230,000	\$ 1,231,000	\$ 1,231,000	\$ 1,232,000	Rental expense based on contracted lease rates.
Total Expenses	\$ 8,881,000	\$ 9,949,000	\$ 10,224,000	\$ 10,493,000	\$ 10,648,000	\$ 10,802,000	\$ 10,916,000	

Note: Figures shown do not always total exactly due to rounding.

Caliber: ChangeMakers Academy Charter Renewal Petition Staffing Forecast

STAFFING SUMMARY		Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26
Certificated Positions							
School Leaders	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Assistant Principals	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Instructional Coaches	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Core Teachers	32.0	33.0	34.0	34.0	34.0	34.0	34.0
Comp Sci Teachers	3.0	3.0	3.0	3.0	3.0	3.0	3.0
PE Teachers	3.0	3.0	3.0	3.0	3.0	3.0	3.0
SPED Program Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0
SPED Teachers	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Clinicians	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Total FTE	58.0	59.0	60.0	60.0	60.0	60.0	60.0
Classified Positions							
Operations Lead	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Office Staff	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Meal Staff	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Instructional Assistants	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Special Education	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Facility Staff	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Total FTE	25.0	25.0	25.0	25.0	25.0	25.0	25.0
Total Staff on Payroll	83.0	84.0	85.0	85.0	85.0	85.0	85.0

Calber: ChangeMakers Academy Charter Renewal Petition **Financial Projection**

FINANCIAL SUMMARY						
	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26
Revenues						
LCFF Funding	\$ 7,713,000	\$ 7,973,000	\$ 8,332,000	\$ 8,443,000	\$ 8,514,000	\$ 8,514,000
Federal Title Funding	\$ 989,000	\$ 261,000	\$ 270,000	\$ 270,000	\$ 270,000	\$ 270,000
SPED Funding	\$ 598,000	\$ 588,000	\$ 620,000	\$ 641,000	\$ 653,000	\$ 659,000
Meal Funding	\$ 337,000	\$ 355,000	\$ 375,000	\$ 382,000	\$ 389,000	\$ 396,000
Facility Funding	\$ 743,000	\$ 831,000	\$ 837,000	\$ 844,000	\$ 850,000	\$ 856,000
Other Public Revenues	\$ 303,000	\$ 314,000	\$ 320,000	\$ 321,000	\$ 321,000	\$ 321,000
Local Revenue	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total Revenues	\$ 10,703,000	\$ 10,343,000	\$ 10,775,000	\$ 10,920,000	\$ 11,017,000	\$ 11,037,000
Expenses						
Compensation	\$ 5,282,000	\$ 5,489,000	\$ 5,680,000	\$ 5,787,000	\$ 5,884,000	\$ 5,975,000
Payroll Taxes & Benefits	\$ 1,099,000	\$ 1,201,000	\$ 1,258,000	\$ 1,294,000	\$ 1,331,000	\$ 1,361,000
Instruction Supplies & Service	\$ 631,000	\$ 575,000	\$ 544,000	\$ 552,000	\$ 561,000	\$ 569,000
After School Program	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000
Meals	\$ 372,000	\$ 387,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000
Administration	\$ 1,131,000	\$ 1,199,000	\$ 1,236,000	\$ 1,238,000	\$ 1,250,000	\$ 1,235,000
Facilities	\$ 1,290,000	\$ 1,230,000	\$ 1,230,000	\$ 1,231,000	\$ 1,231,000	\$ 1,232,000
Total Expenses	\$ 9,949,000	\$ 10,224,000	\$ 10,493,000	\$ 10,648,000	\$ 10,802,000	\$ 10,916,000
Net Income	\$ 754,000	\$ 119,000	\$ 282,000	\$ 272,000	\$ 215,000	\$ 121,000
Fund Balance						
Beginning Fund Balance	\$ 1,382,000	\$ 2,136,000	\$ 2,255,000	\$ 2,537,000	\$ 2,809,000	\$ 3,024,000
Net Income	\$ 754,000	\$ 119,000	\$ 282,000	\$ 272,000	\$ 215,000	\$ 121,000
Ending Fund Balance	\$ 2,136,000	\$ 2,255,000	\$ 2,537,000	\$ 2,809,000	\$ 3,024,000	\$ 3,145,000

Note: Figures shown do not always total exactly due to rounding.

Caliber: ChangeMakers Academy Charter Renewal Petition
Cash Flow Projection - 2020-23

MONTHLY CASH FLOWS - Page 1												
Beginning Cash Balance	2020			2021			2022			2023		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
\$ 1,007,000	\$ 477,000	\$ 770,000	\$ 1,114,000	\$ 1,166,000	\$ 1,176,000	\$ 1,500,000	\$ 1,472,000	\$ 1,685,000	\$ 1,472,000	\$ 2,900,000	\$ 2,445,000	\$ 1,925,000
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 401,000	\$ 614,000	\$ 755,000	\$ 734,000	\$ 927,000	\$ 772,000	\$ 948,000	\$ 951,000	\$ 281,000	\$ 216,000	\$ 358,000
Current Year Expense Outlay	-\$ 717,000	-\$ 665,000	-\$ 690,000	-\$ 735,000	-\$ 735,000	-\$ 736,000	-\$ 736,000	-\$ 736,000	-\$ 736,000	-\$ 736,000	-\$ 736,000	-\$ 649,000
Collection of Prior Year Receivables	\$ 312,000	\$ 670,000	\$ 419,000	\$ 32,000	\$ 12,000	\$ 132,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payment of Prior Year Payables	-\$ 125,000	-\$ 113,000	\$ -	\$ -	\$ -	\$ -	-\$ 64,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total	-\$ 530,000	\$ 293,000	\$ 343,000	\$ 52,000	\$ 11,000	\$ 323,000	-\$ 28,000	\$ 212,000	\$ 215,000	-\$ 455,000	-\$ 520,000	-\$ 291,000
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 477,000	\$ 770,000	\$ 1,114,000	\$ 1,166,000	\$ 1,176,000	\$ 1,500,000	\$ 1,472,000	\$ 1,685,000	\$ 2,900,000	\$ 2,445,000	\$ 1,925,000	\$ 1,633,000
MONTHLY CASH FLOWS												
Beginning Cash Balance	2021			2022			2023			2024		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
\$ 1,633,000	\$ 798,000	\$ 1,275,000	\$ 2,171,000	\$ 2,171,000	\$ 2,257,000	\$ 2,283,000	\$ 2,212,000	\$ 2,431,000	\$ 2,297,000	\$ 2,929,000	\$ 1,994,000	\$ 1,994,000
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 414,000	\$ 630,000	\$ 779,000	\$ 757,000	\$ 843,000	\$ 797,000	\$ 977,000	\$ 823,000	\$ 290,000	\$ 224,000	\$ 181,000
Current Year Expense Outlay	-\$ 723,000	-\$ 678,000	-\$ 712,000	-\$ 758,000	-\$ 758,000	-\$ 757,000	-\$ 758,000	-\$ 758,000	-\$ 758,000	-\$ 758,000	-\$ 758,000	-\$ 664,000
Collection of Prior Year Receivables	\$ 252,000	\$ 741,000	\$ 977,000	\$ 525,000	\$ 540,000	\$ 711,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payment of Prior Year Payables	-\$ 363,000	\$ -	\$ -	\$ -	\$ -	-\$ 771,000	-\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total	-\$ 834,000	\$ 477,000	\$ 895,000	\$ 546,000	\$ 539,000	\$ 26,000	-\$ 71,000	\$ 219,000	\$ 65,000	-\$ 468,000	-\$ 534,000	-\$ 483,000
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	-\$ 1,000,000	\$ -	\$ -	\$ -	\$ 500,000	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 798,000	\$ 1,275,000	\$ 2,171,000	\$ 2,717,000	\$ 2,257,000	\$ 2,283,000	\$ 2,212,000	\$ 2,431,000	\$ 2,997,000	\$ 2,529,000	\$ 1,994,000	\$ 1,511,000
MONTHLY CASH FLOWS												
Beginning Cash Balance	2022			2023			2024			2025		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
\$ 1,511,000	\$ 674,000	\$ 1,196,000	\$ 1,866,000	\$ 2,442,000	\$ 2,511,000	\$ 2,556,000	\$ 2,490,000	\$ 2,733,000	\$ 3,297,000	\$ 2,821,000	\$ 2,276,000	\$ 2,276,000
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 433,000	\$ 659,000	\$ 815,000	\$ 792,000	\$ 880,000	\$ 833,000	\$ 1,022,000	\$ 843,000	\$ 304,000	\$ 234,000	\$ 186,000
Current Year Expense Outlay	-\$ 727,000	-\$ 690,000	-\$ 732,000	-\$ 779,000	-\$ 779,000	-\$ 778,000	-\$ 779,000	-\$ 779,000	-\$ 779,000	-\$ 779,000	-\$ 779,000	-\$ 680,000
Collection of Prior Year Receivables	\$ 261,000	\$ 780,000	\$ 742,000	\$ 541,000	\$ 556,000	\$ 749,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payment of Prior Year Payables	-\$ 372,000	\$ -	\$ -	\$ -	\$ -	-\$ 805,000	-\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total	-\$ 838,000	\$ 523,000	\$ 669,000	\$ 577,000	\$ 569,000	\$ 46,000	-\$ 66,000	\$ 243,000	\$ 64,000	-\$ 475,000	-\$ 545,000	-\$ 494,000
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	-\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 674,000	\$ 1,196,000	\$ 1,866,000	\$ 2,442,000	\$ 2,511,000	\$ 2,556,000	\$ 2,490,000	\$ 2,733,000	\$ 3,297,000	\$ 2,821,000	\$ 2,276,000	\$ 1,782,000

Note: Figures shown do not always total exactly due to rounding.

Caliber: ChangeMakers Academy Charter Renewal Petition
Cash Flow Projection - 2023-26

MONTHLY CASH FLOWS - Page 2													
2023		2024		2025		2026		2027		2028		2029	
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Beginning Cash Balance													
\$ 1,782,000	\$ 932,000	\$ 1,475,000	\$ 2,172,000	\$ 2,772,000	\$ 2,865,000	\$ 2,896,000	\$ 2,823,000	\$ 3,069,000	\$ 3,627,000	\$ 3,143,000	\$ 2,588,000	\$ 2,085,000	\$ 1,563,000
Operating Cash Flows													
Current Year Revenue Collection	\$ -	\$ 438,000	\$ 670,000	\$ 826,000	\$ 803,000	\$ 892,000	\$ 845,000	\$ 1,037,000	\$ 850,000	\$ 309,000	\$ 237,000	\$ 187,000	\$ 145,000
Current Year Expense Outlay	-\$ 743,000	-\$ 703,000	-\$ 745,000	-\$ 792,000	-\$ 792,000	-\$ 791,000	-\$ 792,000	-\$ 792,000	-\$ 792,000	-\$ 792,000	-\$ 792,000	-\$ 690,000	-\$ 640,000
Collection of Prior Year Receivables	\$ 274,000	\$ 808,000	\$ 772,000	\$ 566,000	\$ 581,000	\$ 775,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payment of Prior Year Payables	-\$ 381,000	\$ -	\$ -	\$ -	\$ -	-\$ 845,000	-\$ 126,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	-\$ 850,000	\$ 543,000	\$ 697,000	\$ 600,000	\$ 592,000	\$ 31,000	-\$ 73,000	\$ 245,000	\$ 58,000	-\$ 483,000	-\$ 555,000	-\$ 503,000	-\$ 495,000
Borrowing / Repayment of Debt													
\$ -	\$ -	\$ -	\$ -	\$ -	-\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance													
\$ 932,000	\$ 1,475,000	\$ 2,172,000	\$ 2,772,000	\$ 2,865,000	\$ 2,896,000	\$ 2,823,000	\$ 3,069,000	\$ 3,627,000	\$ 3,143,000	\$ 2,588,000	\$ 2,085,000	\$ 1,563,000	\$ 1,045,000
MONTHLY CASH FLOWS													
2024		2025		2026		2027		2028		2029		2030	
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Beginning Cash Balance													
\$ 2,085,000	\$ 1,218,000	\$ 1,764,000	\$ 2,464,000	\$ 3,068,000	\$ 3,164,000	\$ 3,201,000	\$ 3,121,000	\$ 2,382,000	\$ 2,935,000	\$ 2,442,000	\$ 1,877,000	\$ 1,365,000	\$ 853,000
Operating Cash Flows													
Current Year Revenue Collection	\$ -	\$ 442,000	\$ 676,000	\$ 834,000	\$ 811,000	\$ 899,000	\$ 853,000	\$ 1,047,000	\$ 857,000	\$ 312,000	\$ 240,000	\$ 188,000	\$ 145,000
Current Year Expense Outlay	-\$ 759,000	-\$ 715,000	-\$ 756,000	-\$ 804,000	-\$ 804,000	-\$ 803,000	-\$ 804,000	-\$ 804,000	-\$ 804,000	-\$ 805,000	-\$ 805,000	-\$ 700,000	-\$ 640,000
Collection of Prior Year Receivables	\$ 277,000	\$ 818,000	\$ 781,000	\$ 574,000	\$ 590,000	\$ 785,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payment of Prior Year Payables	-\$ 385,000	\$ -	\$ -	\$ -	\$ -	-\$ 844,000	-\$ 129,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	-\$ 867,000	\$ 545,000	\$ 701,000	\$ 604,000	\$ 597,000	\$ 37,000	-\$ 80,000	\$ 243,000	\$ 53,000	-\$ 493,000	-\$ 565,000	-\$ 512,000	-\$ 495,000
Borrowing / Repayment of Debt													
\$ -	\$ -	\$ -	\$ -	-\$ 500,000	\$ -	\$ -	-\$ 981,238	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance													
\$ 1,218,000	\$ 1,764,000	\$ 2,464,000	\$ 3,068,000	\$ 3,164,000	\$ 3,201,000	\$ 3,121,000	\$ 2,382,000	\$ 2,935,000	\$ 2,442,000	\$ 1,877,000	\$ 1,365,000	\$ 853,000	\$ 353,000
MONTHLY CASH FLOWS													
2025		2026		2027		2028		2029		2030		2031	
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Beginning Cash Balance													
\$ 1,365,000	\$ 485,000	\$ 1,029,000	\$ 1,726,000	\$ 2,326,000	\$ 2,420,000	\$ 2,449,000	\$ 2,356,000	\$ 2,591,000	\$ 2,638,000	\$ 2,137,000	\$ 1,563,000	\$ 1,045,000	\$ 527,000
Operating Cash Flows													
Current Year Revenue Collection	\$ -	\$ 442,000	\$ 677,000	\$ 835,000	\$ 812,000	\$ 901,000	\$ 854,000	\$ 1,048,000	\$ 861,000	\$ 313,000	\$ 240,000	\$ 189,000	\$ 145,000
Current Year Expense Outlay	-\$ 770,000	-\$ 724,000	-\$ 766,000	-\$ 814,000	-\$ 814,000	-\$ 813,000	-\$ 814,000	-\$ 814,000	-\$ 814,000	-\$ 814,000	-\$ 814,000	-\$ 707,000	-\$ 640,000
Collection of Prior Year Receivables	\$ 280,000	\$ 826,000	\$ 786,000	\$ 579,000	\$ 596,000	\$ 792,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payment of Prior Year Payables	-\$ 390,000	\$ -	\$ -	\$ -	\$ -	-\$ 851,000	-\$ 133,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	-\$ 880,000	\$ 544,000	\$ 697,000	\$ 600,000	\$ 594,000	\$ 29,000	-\$ 93,000	\$ 234,000	\$ 47,000	-\$ 501,000	-\$ 574,000	-\$ 518,000	-\$ 495,000
Borrowing / Repayment of Debt													
\$ -	\$ -	\$ -	\$ -	-\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance													
\$ 485,000	\$ 1,029,000	\$ 1,726,000	\$ 2,326,000	\$ 2,420,000	\$ 2,449,000	\$ 2,356,000	\$ 2,591,000	\$ 2,638,000	\$ 2,137,000	\$ 1,563,000	\$ 1,045,000	\$ 527,000	\$ 353,000

Note: Figures shown do not always total exactly due to rounding.

NAME: [REDACTED]

GRADE: 1st

STUDENT ID: [REDACTED]

HOMEROOM: 1-A IG- Johnson

Dear Families,

Thank you for making it a priority to look through your student's personalized learning plan. Please read through the entire document, sign the last page, and return the document to your child's teacher.

MATH	T1	T2	T3	EOY
SKILLS				
FLUENCY: End of year goal is fluently counting to 120.	50	90		120
SKIP COUNTING: End of year goal is skip counting to 120.	50	90		120
WRITING NUMBERS: End of year goal is writing numbers to 120.	50	90		120
WORTHY TASKS: Worthy Tasks are word problems where students must use a variety of strategies to find the answer. 4= Correct answer and shows multiple ways to achieve 3= Correct answer with some correct work 2= Incorrect answer with some correct work 1= Incorrect answer with incorrect work 0= No work		2		4
DOMAINS				
OPERATIONS & ALGEBRAIC THINKING: In Unit 3 students focused on using their place value skills to compose and decompose single digit and two digit numbers.	1	2		
NUMBER & OPERATIONS IN BASE TEN: In Unit 3 students focused on place value to compose and decompose numbers and building deep fluency with idea of a ten unit. They also used place value to compare numbers to 40.	N/A	4		
MEASUREMENT & DATA: Students practice length measurement and comparing lengths. They created bar graphs and asked/answered questions about data. The connection is built between more than/less than statements about length and data to addition and subtraction situations.	N/A	2		
GEOMETRY: N/A- We are currently focused on these standards in Trimester 3	N/A	N/A		

Math Comments

STRENGTHS: [REDACTED] can accurately count, skip count, and write her numbers to 90. She can most of the time answer a word problem with accuracy using a strategy and a representation. She consistently uses CUBES and RDWWB strategy to decode and solve a word problem. Can put objects in order by the objects length. Most of the time can accurately measure using centimeter cubes while finding the endpoints of an object. Recognizes and uses terms longer than and shorter than when describing an objects length. When adding two-digit numbers together, she could use quick tens/ones and number bond strategy with accuracy. Can understand data and answer various questions.

AREAS FOR GROWTH: Could use more practice looking at data and answering fewer and more than questions (comparing). More practice with fact families, how the three numbers work together to make addition or subtraction number sentences. More support in finding the endpoints with accuracy to measure. Being able to continue using Toolbox tools when interacting with peers. Often gets off task very easily due to peers. Will often pay attention to what other students are doing. It negatively affects her ability to participate or complete work. Use garbage can tool when she doesn't get called on.

READING	T1	T2	T3	EOY
STEP READING LEVEL: STEP is a research-based reading program that was designed to improve student achievement in literacy across grades K-5. We know that early reading proficiency is a key milestone for all students and when students fall behind in literacy development, it becomes difficult for them to catch up to on grade-level peers. By implementing the STEP assessment we will be improving the level of reading instruction, and data collection to best support our students meeting their reading goals.		4		6
UPPERCASE LETTERS:	26	26		26
LOWERCASE LETTERS:	27	27		28
LETTER SOUNDS:	25	25		26
SIGHT WORDS:	51	154		120

Reading Domains

LITERATURE: Students read informational texts about influential members of the African American Community and learned to ask and answer questions about key details in a text (RI.1.1), identify the main topic (RI.1.2) and describe the connection between two individuals, events, ideas, or pieces of information in a text(RI.1.3).

INFORMATIONAL: In Phonics Students learned about short vowels, blends and digraphs.

Comments

STRENGTHS: [REDACTED] has shown growth in inferential and factual questioning. Elliyahs word accuracy has also shown growth.

AREAS FOR GROWTH: [REDACTED] will continue to receive support in critical thinking, character motivation and change. Read nightly for at least 20 minutes to build comprehension with follow up questioning where [REDACTED] is thinking about she has read and formulates an answer based on what she has read. Stop, Jot, Think strategy. Reread and use self correction.

WRITING		T1	T2	T3
Students focused on writing Informational Texts. Students learned about animals, how to research, introduce their information and provide interesting details.	ORGANIZATION	1	2	
	IDEAS	1	2	
	CONVENTIONS	2	2	

	T1	T2	T3
SOCIAL STUDIES: See ELA Literature Description to see how students are learning about social studies through reading.			
SCIENCE: N/A- Students are currently focus on these standards in trimester 3			
COMPUTER SCIENCE: Students have access to a number of construction and creative play centers. They have focused on working together to collaborate. At the end of class, we celebrate each other's work through a show-and-tell presentation. Students practice their presenting using a loud "presenter voice," and by listing the steps they took to make their creation.	2		
KIDFIT: We have provided students with a variety of challenging activities that promote the 5 components of health-related fitness: aerobic activity, muscular strength, muscular endurance, flexibility and body composition, adapted for all fitness levels.	2	2	

COMMUNITY CIRCLES + TOOLBOX

DESCRIPTION: Community Circle is a daily practice which focused on teaching students about the ToolBox Tools. Tools covered this trimester vary based on classroom. Classes continue to explore cultural artifacts as a way to learn about each other and our family traditions specifically focusing on celebrating each others cultures.

STRENGTHS: [REDACTED] always arrives in the morning with a smile on her face ready to take the day on. She is showing some growth in having empathy towards others and how her actions and words affect her relationships with adults and peers.

AREAS FOR GROWTH: [REDACTED] still needs support in understanding how her words actions affects those around her especially when their is choice given to her that she doesn't agree with. [REDACTED] self perception/self esteem affects her academic and social growth.

ATTENDANCE

To ensure our students' hopes and dreams are realized at school and beyond, I want to ask for your commitment to making sure your child attends school EVERY DAY. The evidence is clear: children with excellent attendance are more likely to be successful in school.

Every day counts. Missing school has a significant negative impact on reading and math achievement as children progress through school. Students with good attendance performed better in math and reading. Children who had good attendance in Kindergarten through Grade 2 were more than twice as likely to score proficient on state math tests by the time they reached Grade 8 as their peers who missed more school. In reading, there were similar results.

Please encourage your students to come to school each day. We love to learn and grow with them. Missing our **95% attendance goal** also negatively impacts our school funds and resources. Please see below your students attendance and tardy data for the school year.

NUMBER OF TARDIES	OVERALL ATTENDANCE
0	98%

I have reviewed my student's Personalized Learning Plan and understand the steps needed to reach their end of year goals.

Teacher Signature, Date

Parent/Legal Guardian Signature, Date

Name: [REDACTED]

ID: [REDACTED]

Grade Level: 6th

Advisory Teacher: 6-A HR- Barlow

Grading Period: Trimester 2

Key		
4	Mastery	90-100
3	Proficient	76-89
2	Below Basic	60-75
1	Far Below Basic	0-59

Course	T1	T2	T3
English	2	2	
Trimester Description: Students completed the book the Outsiders and grappled with many of the themes throughout the book. We spent time digging into people's perspectives and how the narrator portrays those perspectives. During this novel the students read nonfiction articles that connected the novels themes to real life events. We ended the trimester in an argumentative writing unit in which students wrote claims, provided evidence, and addressed rebuttals.			

Course	T1	T2	T3
Integrated Mathematics	2	1	
Trimester Description: Students are in the middle of Unit 4: Dividing Fractions. Work with fractions in grade 6 draws on earlier work in operations and algebraic thinking, particularly the knowledge of multiplicative situations developed in grades 3 to 5, and making use of the relationship between multiplication and division. Multiplicative situations include three types: equal groups, comparisons of two quantities, and dimensions of arrays or rectangles. In the equal groups and comparison situations, there are two subtypes, sometimes called the partitive and the quotitive (or measurement) interpretations of division. Students are not expected to identify the three types of situations or use the terms "partitive" or "quotitive." However, they should recognize the associated interpretations of division in specific contexts (MP7).			

Course	T1	T2	T3
General Science	3	2	
Trimester Description: Students are in the unit of thermal energy. Temperature is a fundamental part of human life. From the daily highs and lows reported on the news to the settings on an oven, temperature measurements are ubiquitous, reflecting the important role that temperature changes play in one's experiences of the world.			

Course	T1	T2	T3
Social Studies	3	2	
Trimester Description: Students finished a unit on the Trans-Atlantic Slave Trade answering the question: How did slaves help build our county? We moved onto the American Revolution unit answering the question: Did that time period revolutionize our county? Students have completed many projects and writing prompts to better help them understand the content.			

Course	T1	T2	T3
Computer Science	2	4	
Trimester Description: Students in sixth grade computer science explored the basic of technology including principles of presentation, research and typing.			

Course	T1	T2	T3
Kidfit	4	4	
Trimester Description: Students in sixth grade kidfit explored the principles of health and collaboration through a variety of fitness activities.			

Attendance	T1	T2	T3
Absences	2	7	
Tardies	4	2	
% Present	96.1%	88.7%	

SEL Areas of Strength	SEL Areas of Growth
Able to manage emotions, thoughts, and behaviors effectively in different situations	Working on developing confidence

Ways to Support Students at Home	
Reading & Writing	Integrated Mathematics
Please make sure students are reading 20+ minutes a night. When the student is finished reading, you can ask them to summarize the part of the book they read. For access to articles, stories, poems, and more please visit newsela.com and commonlit.org.	Please make sure students are working on Khan Academy for extra help. There are lessons they can complete for any struggling area they have. They all have their own login which is there google email.

I have reviewed [REDACTED]'s report		Date
Scholar Signature		
Parent/Guardian Signature		

Appendix A-2 Sample Schedules

Monday- Thursday Schedule - TK			Friday Schedule - TK		
	Time	TK Teacher 1		Time	TK Teacher 2
7:30	30	Breakfast (7:30-8:00)	7:30	30	Breakfast (7:30-8:00)
7:40			7:40		
7:50			7:50		
8:00	30	Circle (8:00-8:30)	8:00	30	Circle (8:00-8:30)
8:10			8:10		
8:20			8:20		
8:30	15	Shared Reading (8:30-8:40)	8:30	15	Shared Reading (8:30-8:45)
8:40			8:40		
8:50	30	Phonics and Phonemic Awareness (8:40-9:10)	8:50	15	Read Aloud (8:45-9:00)
9:00			9:00	30	Phonics and Phonemic Awareness (9:00-9:30)
9:10			9:10		
9:20	20	Guided Reading Rotation #1 (9:10-9:20)	9:20	15	Recess/ Snack (9:30-9:45)
9:30	20	Guided Reading Rotation #1 (9:20-9:40)	9:30		
9:40			9:40	50	Guided Reading Rotations (9:45-10:30)
9:50	20	Snack/Recess (9:40-10:00)	9:50		
10:00			10:00		
10:10	20	Guided Reading Rotation #3 (10:00-10:20)	10:10		
10:20			10:20	30	Handwriting & Writing (10:35-11:35)
10:30	45	Specials (10:30-11:05)	10:30		
10:40			10:40		
10:50			10:50		
11:00			11:00		
11:10			11:10		
11:20			11:20		

Appendix A-2 Sample Schedules

Monday- Thursday Schedule - TK			Friday Schedule - TK		
	Time	TK Teacher 1		Time	TK Teacher 2
11:30	50	Lunch/ Recess (11:05-12:00)	11:30	50	Lunch/ Recess (11:05-12:00)
11:40			11:40		
11:50			11:50		
12:00	30	Quiet/ Mindfulness/ Nap Time (12:00-12:30)	12:00	50	Math (1:30-2:30)
12:10			12:10		
12:20			12:20		
12:30	30	Intervention (12:30-1:00)	12:30	5	Pack Up (12:50-1:00)
12:40			12:40		
12:50			12:50		
1:00	30	Math (1:00-2:00)	1:00	30	Dismissal (1:00-1:30)
1:10			1:10		
1:20			1:20		
1:30	60	Handwriting & Writing (2:00-2:30)	1:30	160	Professional Development (1:40-4:00)
1:40			1:40		
1:50			1:50		
2:00			2:00		
2:10			2:10		
2:20			2:20		
2:30	30	Read Aloud & Snack (2:30-3:00)	2:30		
2:40			2:40		
2:50			2:50		
3:00	5	Pack Up (3:00-3:05)	3:00		
3:10	30	Dismissal	3:10		
3:20			3:20		
3:30			3:30		
3:40	30	Grade Level Meeting/SEL Meetings/Prep Time (3:30-4:00)	3:40		
3:50			3:50		
4:00			4:00		

Appendix A-2 Sample Schedules

		Monday- Thursday Schedule - Kindergarten								Friday Schedule - Kindergarten																
Time		Teacher A	Teacher B	Instructional Aide	Teacher C	Teacher D	Instructional Aide	Time		Teacher A	Teacher B	Instructional Aide	Teacher C	Teacher D	Instructional Aide											
7:30		Breakfast (7:30-8:00)		Prep	Breakfast (7:30-8:00)		Prep	7:30		Breakfast (7:30-8:00)																
7:40	30							7:40	30																	
7:50								7:50																		
8:00		Circle (8:00-8:30)						8:00		Circle (8:00-8:30)																
8:10	30							8:10	30																	
8:20		GR (8:30-9:40)	Math (8:30-9:40)	Support GR Phonics Rotation	GR (8:30-9:40)	Math (8:30-9:40)	Support GR Phonics Rotation	8:20	60/40	Math (8:30-9:30)	Guided Reading (8:30-9:10)	Guided Reading Support & Recess (8:30-9:50)	Math (8:30-9:30)	Guided Reading (8:30-9:10)	Guided Reading Support & Recess (8:30-9:50)											
8:30																										
8:40																										
8:50	70																		8:50							
9:00								9:00																		
9:10								9:10																		
9:20								9:20																		
9:30								9:30																		
9:40								9:40																		
9:50		Snack/Recess (9:40-10:00)	Snack/Recess (9:40-10:00)	Snack/Recess (9:40-10:00)	Snack/Recess (9:40-10:00)	Snack/Recess (9:40-10:00)	Snack/Recess (9:40-10:00)	9:50																		
10:00								10:00	40/60																	
10:10	20	Phonemic Awareness (10:00-10:20)	Phonemic Awareness (10:00-10:20)	Prep	Phonemic Awareness (10:00-10:20)	Phonemic Awareness (10:00-10:20)	Prep	10:10																		
10:20								10:20																		
10:30								10:30																		
10:40	40	Handwriting & Writing (10:20-11:00)	Handwriting & Writing (10:20-11:00)	Support Writing Rotations Alternate Days	Handwriting & Writing (10:20-11:00)	Handwriting & Writing (10:20-11:00)	Support Writing Rotations Alternate Days	10:40		Intervention Block (10:30-11:00)																
10:50								10:50	30																	
11:00		Lunch/ Recess (11:00-12:00)						11:00		Lunch/ Recess (11:05-11:55)																
11:10								11:10																		
11:20	60							11:20	50																	
11:30								11:30																		
11:40								11:40																		
11:50								11:50																		
12:00								12:00																		
12:10	15	Quiet/ Mindfulness (12:00-12:15)						12:10		Fun Friday (12:00-12:50)																
12:20		Math (12:15-1:35)	GR (12:15-1:35)	Support GR Phonics Rotation (12:15-1:35)	Math (12:15-1:35)	GR (12:15-1:35)	Support GR Phonics Rotation (12:15-1:35)	12:20	50																	
12:30																										
12:40																										
12:50	70																									
1:00								12:50	5	Pack Up																
1:10								1:00		Dismissal																
1:20								1:10	30																	
1:30		Specials (1:35-2:20)	Specials (1:35-2:20)	Intervention (1:35-2:00)	Intervention (1:35-2:00)	Intervention (1:35-2:00)	Intervention (1:35-2:00)	1:30	160	Professional Development (1:40-4:00)																
1:40																										
1:50																										
2:00	45																									
2:10								2:00																		
2:20	20	**Science/SS/ Read Aloud (2:20-2:40)	**Science/SS/ Read Aloud (2:20-2:40)	Prep (2:00-2:40)	Specials (2:20-3:05)	Specials (2:20-3:05)	Prep (2:00-2:40)	2:10																		
2:30										2:20																
2:40								2:30																		
2:50	25	Intervention (2:40-3:05)	Intervention (2:40-3:05)	Intervention (2:40-3:05)			Intervention (2:40-3:05)	2:40																		
3:00								2:50																		
3:10	5	Pack Up (3:05-3:10)						3:10																		
3:20	20	Dismissal (3:10-3:30)						3:20																		
3:30								3:30																		
3:40								3:40																		
3:50	30	Grade Level Meeting/SEL Meetings/Prep Time/ 1 on 1 Times (3:30-4:00)						3:50																		

Appendix A-2 Sample Schedules

		Monday- Thursday Schedule - Kindergarten								Friday Schedule - Kindergarten					
	Time	Teacher A	Teacher B	Instructional Aide	Teacher C	Teacher D	Instructional Aide		Time	Teacher A	Teacher B	Instructional Aide	Teacher C	Teacher D	Instructional Aide
4:00								4:00							

Appendix A-2 Sample Schedules

		Monday- Thursday Schedule - First Grade					
	Time	First Grade Teacher A	First Grade Teacher B	First Grade Instructional Aide	First Grade Teacher C	First Grade Teacher D	First Grade Instructional Aide
7:30		Breakfast (7:30-8:00)					
7:40							
7:50	30						
8:00							
8:10		Circle (8:00-8:30)					
8:20	30						
8:30							
8:40							
8:50		Specials (8:30-9:15)	Math (8:30-9:35)	Push in Math/ Writing (9:15-9:35)	Math (8:30-9:35)	Specials (8:30-9:15)	Prep
9:00	45						
9:10							
9:20							
9:30		Writing (9:15-10:25)	Math (8:30-9:35)	Push in Math/ Writing (9:15-9:35)	Math (8:30-9:35)	Writing (9:15-10:25)	Push in Math/ Writing (9:15-9:35)
9:40							
9:50							
10:00							
10:10		Morning Recess/ Snack (10:30-10:50)	Guided Reading (9:35-10:45)	Morning Recess/ Snack (10:30-10:50)	Morning Recess/ Snack (10:30-10:50)	Writing (9:15-10:25)	Push in Math/ Writing (9:15-9:35)
10:20	70						
10:30							
10:40	20						
10:50		Morning Recess/Snack (10:50-11:10)	Guided Reading (9:35-10:45)	Morning Recess/ Snack (10:30-10:50)	Morning Recess/ Snack (10:30-10:50)	Writing (9:15-10:25)	Push in Math/ Writing (9:15-9:35)
11:00							
11:10							
11:20							
11:30		Guided Reading (10:45-11:55)	Specials (11:15-12:00)	Guided Reading Support (9:35-12:00)	Specials (11:15-12:00)	Guided Reading (10:45-11:55)	Guided Reading Support (9:35-12:00)
11:40	70						
11:50							
12:00							
12:10		Lunch/ Recess (12:00-12:50)					
12:20							
12:30							
12:40							
12:50	50	Lunch/ Recess (12:00-12:50)					
13:00							
13:10	10						
13:20							
13:30		Mindfulness/ Quiet Time (12:50-1:00)					
13:40							
13:50							
14:00							
14:10		Intervention 1:00-1:30	Intervention 1:00-1:30	Intervention 1:00-1:30	Intervention 1:00-1:30	Intervention 1:00-1:30	Intervention 1:00-1:30
14:20							
14:30							
14:40							
14:50		Switch Writing (1:30-2:40)	Switch Math (1:30-2:30)	Prep (1:30-2:10)	Switch Math (1:30-2:40)	Switch Writing (1:30-2:40)	Prep (1:30-2:10)
14:10							
14:20							
14:30							
14:40	70	Switch Writing (1:30-2:40)	Switch Math (1:30-2:30)	Push in Support (Math/ Writing) (2:10-2:30)	Switch Math (1:30-2:40)	Switch Writing (1:30-2:40)	Push in Support (Math/ Writing) (2:10-2:30)
14:50							
15:00							
15:10							
15:20		**Science/SS/ Read Aloud (2:30-3:05)	**Science/SS/ Read Aloud (2:30-3:05)	Prep (2:30-3:05)	**Science/SS/ Read Aloud (2:30-3:05)	**Science/SS/ Read Aloud (2:30-3:05)	Prep (2:30-3:05)
15:30	20						
15:40							
15:50							
16:00		Pack Up (3:05-3:10)					
16:10		Dismissal (3:10-3:30)					
16:20							
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Friday Schedule					
	Time	First Grade Teacher A	First Grade Teacher B	First Grade Instructional Aide	First Grade Teacher C
7:30		Breakfast (7:30-8:00)			
7:40					
7:50					
8:00	30				
8:10		Circle (8:00-8:30)			
8:20					
8:30	30				
8:40					
8:50					
9:00					
9:10					
9:20		Intervention Block (8:30-9:00)			Intervention Block (8:30-9:00)
9:30					
9:40	60	**Science/SS/ Read Aloud (9:00-9:30)	Guided Reading (8:30-9:30)	Guided Reading Support (8:30-9:35)	**Science/SS/ Read Aloud (9:00-9:30)
9:50		Morning Recess/ Snack (9:30-9:45)			
10:00	15				
10:10			Intervention Block (9:45-10:15)		Intervention Block (9:45-10:15)
10:20					
10:30					
10:40					
10:50		Guided Reading	**Science/SS/ Read Aloud (10:45-11:00)	Guided Reading Support	Guided Reading
11:00	60				**Science/SS/ Read Aloud (10:45-11:00)
11:10		Fun Friday			
11:20					
11:30					
11:40					
11:50					
12:00	50				
12:10		Lunch/ Recess (12:00-12:50)			
12:20					
12:30					
12:40					
12:50	50				
1:00	5	Pack Up			
1:10					
1:20					
1:30					
1:40		Dismissal			
1:50					

Appendix A-2 Sample Schedules

2nd Grade Teacher A Master Schedule									
Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject
8:00 - 8:30	Circle (Music the 1st half of the year)	8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle
8:30 - 9:15	Read Aloud	8:30 - 9:15	Close Read	8:30 - 9:15	Close Read	8:30 - 9:15	Intervention	8:30 - 9:15	Intervention
9:15 - 10:30	Guided Reading	9:15 - 10:30	Math	9:15 - 10:30	Guided Reading	9:15 - 10:30	Math	9:15 - 10:20	Social Studies and Science
10:30 - 10:40	Snack + Mindfulness	10:30 - 10:40	Snack + Mindfulness	10:30 - 10:40	Snack + Mindfulness	10:30 - 10:40	Snack + Mindfulness	10:30 - 10:40	Snack + Mindfulness
10:40 - 11:55	Math	10:40 - 11:55	Guided Reading	10:40 - 11:55	Math	10:40 - 11:20	Social Studies and Science	10:40 - 11:30	Guided Reading
12:00 - 12:45	Lunch + Recess	12:00 - 12:45	Lunch + Recess	12:00 - 12:45	Lunch + Recess	11:20 - 12:00	Guided Reading 2 Groups of 20 Min	11:30 - 12:00	Fun Friday
12:45 - 1:30	Computer Science w. Ms. Morris	12:45 - 1:30	Kidfit w. Coach Walker	12:45 - 1:30	Computer Science w. Ms. Morris	12:00 - 12:45	Lunch + Recess	12:00 - 12:45	Lunch + Recess
1:30 - 1:40	Mindfulness	1:30 - 1:40	Mindfulness	1:30 - 1:40	Mindfulness	12:45 - 1:30	Kidfit w. Coach Walker	12:45 - 12:50	Transition to Homebase Class
1:40 - 2:55	Math Switch Class	1:40 - 2:55	Math Switch Class	1:40 - 2:55	Math Switch Class	1:30 - 1:40	Mindfulness	12:50 - 1:00	Pack Up
2:55 - 3:00	Transition to Homebase Class	2:55 - 3:00	Transition to Homebase Class	2:55 - 3:00	Transition to Homebase Class	1:40 - 2:55	Math Switch Class	1:00 - 1:15	Dismissal
3:00 - 3:10	Pack Up	3:00 - 3:10	Pack Up	3:00 - 3:10	Pack Up	2:55 - 3:00	Transition to Homebase Class	1:40 - 4:00	Professional Development
3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	3:00 - 3:10	Pack Up		
3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s	3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s	3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s	3:10 - 3:25	Dismissal		
						3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s		

Appendix A-2 Sample Schedules

3rd Grade Teacher A Master Schedule									
Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject
8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle
8:30 - 9:45	Guided Reading	8:30 - 9:45	Guided Reading	8:30 - 9:45	Guided Reading	8:30 - 9:10	Guided Reading	8:30 - 9:15	Intervention
9:45 - 10:30	Kidfit w. Coach Walker	9:45 - 10:30	Computer Science w. Ms. Morris	9:45 - 10:30	Kidfit w. Coach Walker	9:10 - 9:45	Social Studies and Science Homebase	9:15 - 9:45	Assessments (Switch Class)
10:30 - 10:40	Snack + Mindfulness	10:30 - 10:40	Snack + Mindfulness	10:30 - 10:40	Snack + Mindfulness	9:45 - 10:30	Computer Science w. Ms. Morris	9:45 - 10:15	Whole Class Writing / SBAC Prep Lesson (Switch Class)
10:40 - 11:55	Writing	10:40 - 11:55	Writing	10:40 - 11:55	Writing	10:30 - 10:40	Snack and Mindfulness	10:15 - 10:25	Snack and Mindfulness
12:00 - 12:45	Lunch + Recess	12:00 - 12:45	Lunch + Recess	12:00 - 12:45	Lunch + Recess	10:40 - 11:55	Writing	10:30 - 11:00	Assessments (Homebase Class)
12:45 - 1:00	Mindfulness	12:45 - 1:00	Mindfulness	12:45 - 1:00	Mindfulness	12:00 - 12:45	Recess and Lunch	11:00 - 11:30	Whole Class Writing / SBAC Prep Lesson (Homebase Class)
1:00 - 1:45	Close Read Homebase	1:00 - 1:45	Close Read Homebase	1:00 - 1:45	Social Studies and Science Homebase	12:45 - 1:00	Mindfulness	11:30 - 12:00	Fun Friday
1:45 - 3:00	Writing Switch Class	1:45 - 3:00	Writing Switch Class	1:45 - 3:00	Writing Switch Class	1:00 - 1:45	Intervention	12:00 - 12:45	Lunch + Recess
3:00 - 3:05	Transition to Homebase Class	3:00 - 3:05	Transition to Homebase Class	3:00 - 3:05	Transition to Homebase Class	1:45 - 3:00	Writing Switch Class	12:45 - 12:50	Transition to Homebase Class
3:05 - 3:10	Pack Up	3:05 - 3:10	Pack Up	3:05 - 3:10	Pack Up	3:00 - 3:05	Transition to Homebase Class	12:50 - 1:00	Pack Up
3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	3:05 - 3:10	Pack Up	1:00 - 1:15	Dismissal
3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s	3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s	3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s	3:10 - 3:25	Dismissal	1:40 - 4:00	Professional Development
						3:30 - 4:00	Grade Level Meetings / SEL Meetings / Prep Time / O3s		

Appendix A-2 Sample Schedules

4th Grade Teacher A Master Schedule									
Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Subject	Time	Subject	Time	Subject	Time	Subject	Time	Subject
8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle	8:00 - 8:30	Circle
8:30 - 9:15	Computer Science w. Ms. Morris	8:30 - 9:15	Kidfit w. Coach Walker	8:30 - 9:15	Computer Science w. Ms. Morris	8:30 - 9:15	Kidfit w. Coach Walker	8:30 - 9:30	Extension, Remediation, SBAC Prep, or Assessment Block
9:15 - 10:30	Guided Reading	9:15 - 10:30	Guided Reading	9:15 - 10:30	Guided Reading	9:15 - 10:30	Guided Reading		
10:30 - 10:40	Snack / Mindfulness	10:30 - 10:40	Snack / Mindfulness	10:30 - 10:40	Snack / Mindfulness	10:30 - 10:40	Snack / Mindfulness	9:30 - 10:20	Intervention Block
10:40 - 12:00	Math Switch Class	10:40 - 12:00	Math Homebase	10:40 - 12:00	Math Homebase	10:40 - 12:00	Math Homebase	10:20 - 10:35	Snack and Mindfulness
12:00 - 12:45	Recess / Lunch	12:00 - 12:45	Recess / Lunch	12:00 - 12:45	Recess / Lunch	12:00 - 12:45	Recess / Lunch	10:35 - 11:30	Social Studies/ Science/ PBL
12:45 - 1:00	Mindfulness	12:45 - 1:00	Mindfulness	12:45 - 1:00	Mindfulness	12:45 - 1:00	Mindfulness	11:30 - 12:00	Fun Friday
1:00 - 1:45	Close Read Homebase	1:00 - 1:45	Close Read Homebase	1:00 - 1:45	Close Read Homebase	1:00 - 2:15	Writing (Math Switch Class)	12:00 - 12:45	Lunch + Recess
1:45 - 3:00	Math Switch Class	1:45 - 3:00	Math Switch Class	1:45 - 3:00	Math Switch Class	2:15 - 3:00	Combo Intervention Block	12:45 - 12:50	Transition to Homebase Class
3:00 - 3:05	Transition to Homebase Class	3:00 - 3:05	Transition to Homebase Class	3:00 - 3:05	Transition to Homebase Class	3:00 - 3:05	Transition to Homebase Class	12:50 - 1:00	Pack Up
3:05 - 3:10	Pack Up	3:05 - 3:10	Pack Up	3:05 - 3:10	Pack Up	3:05 - 3:10	Pack Up	1:00 - 1:15	Dismissal
3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	3:10 - 3:25	Dismissal	1:40 - 4:00	Professional Development
3:30 - 4:00	Meetings / SEL Meetings / Prep	3:30 - 4:00	Meetings / SEL Meetings / Prep	3:30 - 4:00	Meetings / SEL Meetings / Prep	3:30 - 4:00	Meetings / SEL Meetings / Prep		

Appendix A-2 Sample Schedules

Fifth Grade Teacher A Master Schedule								
Monday/Wednesday			Tuesday/Thursday			Friday		
8:00-8:30	30	Circle	8:00-8:30	30	Circle	8:00-8:30	30	Circle
8:30-8:55	25	Reading Rotation 1 (GR)	8:30-8:55	25	Reading Rotation 1 (GR)	8:30-9:00	30	ELA Quiz
8:55-9:20	25	Rotation 2 (Word Work)	8:55-9:20	25	Rotation 2 (Word Work)	9:00-9:30	30	Math Quiz
9:20-9:45	25	Rotation 3 (comps)	9:20-9:45	25	Rotation 3 (comps)	9:30-10:15	45	Intervention/Enrichment
9:45-10:30	45	PE with Mr. Gory	9:45-10:30	45	Computer Science with Ms. Michelle	10:15-10:25	10	Mindfulness/Snack
10:30-10:40	10	Mindfulness/Snack	10:30-10:40	10	Mindfulness/Snack	10:30-11:30	60	Project Based Learning (Science or Social Studies)
10:45-11:15	30	Close Reading	10:45-11:15	30	Close Reading			
11:15-12	45	Writing	11:15-12	45	Writing			
12-12:50	50	recess/lunch	12-12:50	50	recess/lunch	11:30-11:50	20	Fun Friday
1:10-1:30	30	Writing	1:00-2:10	75	Writing	12:00-12:45	45	Recess/Lunch
1:35-3	90	Writing with switch class	1:35-3	90	Writing with switch class 2:15-3 On Wed. Intervention			
3:00-3:05	5	Transition/ Closing Circle	3:00-3:05	5	Transition/ Closing Circle			
3:05-3:25	20	Dismissal	3:05-3:25	20	Dismissal			
Grade Level Meeting/SEL Meetings/Prep Time/ 1 on 1 Times (3:30-4:00)								

Appendix A-2 Sample Schedules

[illegible]



Caliber Schools K-8 Teacher Job Description

About Caliber Schools

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. Caliber graduates will be academically **college ready**; have **emotional intelligence** or 'EQ'; be **critical thinkers**, and have the skills and desire to be **changemakers** in their communities and the world..

Caliber's four graduate pillars--**Heart, Smart, Think, Act**--guide our work. Caliber teaches **computer science** as a core academic subject K-8th grade to directly challenge the inequitable presence of women and underrepresented minorities in the computer science industry. We are a **community-based** organization and celebrate the diversity of the communities we serve. Our **parents** are active partners; frequently engaging through school events, restorative practices, and academic support.

As we grow, we are looking for educators and leaders who want the opportunity to use their voice to build something new; to be a part of a team that's building something from the ground up. Our first school, Beta Academy in Richmond, CA, opened in 2014 and ChangeMakers Academy in Vallejo, CA opened in fall 2016. We plan to open additional schools in future years as we grow to nearly 4,000 seats K-12 in the Bay Area.

Position Summary

We are looking for compassionate, exceptional educators to join our team! **Grade-level and content area TBD, depending on need and experience.** You'll work collaboratively with your colleagues to drive the achievement of all students in your grade level. You will be encouraged and supported to lead engaging, personalized, and rigorous lessons that integrate our four pillars: Heart, Smart, Think, and Act. You will use data to drive your instruction, regularly assessing student learning to ensure that each child's personalized learning plan addresses their unique needs and goals for growth. You'll equitably support the development of each child through restorative practices and social-emotional learning strategies. You will build meaningful relationships with families because you believe they are partners, and play a critical role in student success.

You will also receive weekly training and support through high-quality professional development and tailored one-on-one coaching.

Responsibilities

- Facilitate students' mastery of academic standards through long-term planning, daily and weekly lesson plans, and execution of rigorous and engaging daily instruction.
- Facilitate a Blended Learning Model using technology tools as part of instruction. Develop expertise with technological tools that drive student learning.

- Facilitate small group instruction with students working towards targeted outcomes.
- Design and use assessment data to refine instructional practices and personalize learning for each student.
- Consistently integrate coaching feedback.
- Implement and support school-wide social-emotional programming and restorative practices.
- Communicate effectively and respectfully with students, families, and colleagues.
- Approach professional development with commitment and reflection.
- Fulfill other professional obligations as needed with enthusiasm, commitment, and flexibility.

Qualifications

Experience:

- 2 or more years of teaching experience, preferably in a high performing school driving excellent student outcomes.
- Experience working with diverse student populations.
- Preferred experience with social-emotional learning and restorative practices.
- Experience integrating technology into the classroom.

Education:

- Bachelor's Degree
- Valid California State Teaching Credential or equivalent and transferable teaching license from another state
 - Intern credential accepted

Mindsets:

- **Impact is Measurable:** you are driven by excellence and use data to set goals, as well as measure student progress.
- **The Time is Now:** you operate with urgency.
- **Discover and Do What Works:** you search for the best research-based practices to serve your students' needs. If something isn't working in your classroom, you seek out a solution.
- **Focus on the Whole Child:** you believe that academic success includes diverse, culturally responsive instruction. You are committed to teaching social-emotional skills, as well as using restorative discipline practices.
- **Growth Mindset:** you give and embrace honest feedback, always seizing the opportunity to grow and improve. You view your students, colleagues, and administrators with a growth mindset; understanding that everyone can improve with dedication and hard work.

Salary scales are based on years of experience and expertise. Scales are competitive with other charter school organizations and local districts.

Caliber Schools provides equal employment opportunities to all employees and applicants for employment without regard to race, ethnicity, religion, gender, sexual orientation, national origin, age, disability, marital status, or status as a covered veteran in accordance with applicable federal, state and local laws.

CaliberSchools

Assistant Principal

About Caliber Schools

Our mission at Caliber Schools is to shift the experiences, expectations, and outcomes for students in historically underserved communities. We provide students with a challenging and engaging personalized education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities. **Caliber graduates will be academically college ready; have emotional intelligence or 'EQ'; be critical thinkers, and have the skills and desire to be changemakers in their communities and the world.**

Caliber's four graduate pillars--**Heart, Smart, Think, Act**--guide our work. Caliber teaches computer science as a core academic subject K-8th grade to directly challenge the inequitable presence of women and underrepresented minorities in the computer science industry. We are a community-based organization and celebrate the diversity of the communities we serve. Our parents are active partners; frequently engaging through school events, restorative practices, and academic support.

We are looking for educators and leaders who want the opportunity to use their voice to build something new; to be a part of a team that's building something from the ground up. Our first school, Beta Academy in Richmond, CA, opened in 2014 and ChangeMakers Academy in Vallejo, CA opened in fall 2016. We plan to open additional schools as we grow to nearly 4,000 seats K-12 in the Bay Area.

Position Summary

We are looking for a Lower School (K-2) Assistant Principal who will help to shape and implement the instructional vision of Caliber Beta Academy. This leader will build off of the existing Caliber model and further innovate based on his/her unique strengths and expertise. S/he will drive results and school culture through teacher coaching, student restoration and school culture design, and community and parent development. The Assistant Principal reports directly to the K-8 Executive Principal.

Responsibilities:

- Coach and support teachers
- Plan and execute weekly Professional Development
- Formally evaluate teachers at midyear and end of year
- Support family partnerships and committees
- Manage grade level deliverables
- Administer SBAC and CELDT testing
- Help to execute daily operations (drop-off, pick-up, lunch/recess duty)
- Advise or oversee BTSA process for teachers
- Help to plan and lead Instructional Leadership Team Meetings
- Develop and Analyze School Data & SMART Goals
- Design, develop, and guide curriculum (decisions, best practices, pilots and data)
- Support school mission to deliver SEL services to all students
- Embody vision and mission of Caliber Schools

Leading Instruction

- Drive instructional excellence by setting aspirational targets and ensuring that teachers receive appropriate and targeted coaching and professional development to implement successful classroom management and teaching
- Identify and reward strong teacher performance, drive retention of high performers, and create opportunities for professional growth

Establishing Systems and Culture

- Engage students by being a visible, high impact presence in their daily lives on campus
- Create a culture of high expectations and continuous improvement with a relentless focus on student achievement, operational efficiency, and self-improvement
- Collaborate closely with the Executive Principal (K-8) and operations coordinator with whom you will partner to ensure a safe and consistent school environment for students

Fostering partnerships and community engagement

- Support deep family engagement and communications, helping parents understand and support academic learning at home
- Work with health team to ensure that the instructional model and school environment responds to the needs (particularly mental, behavioral, and social-emotional) of students
- Develop community partnerships to enhance school programming

Qualifications

Experience:

- 3-5 years experience teaching in an underserved community, preferably across a range of grades K-2.
- 1-2 years experience in school leadership, preferred
- A proven track record of improving student achievement, with data documenting improved student outcomes
- Demonstrated success developing school programs, curricula and building a strong student culture
- Record of success in managing people and teams, coaching teachers to improve and excel, and building a positive and collaborative adult culture

Skills:

- Strong relationship building skills; appetite for and ability to engage families and community members; cultural competency with at-risk students and families.
- Ability to manage multiple priorities simultaneously to accomplish urgent and important needs
- Detail-oriented and highly organized with the ability to keep the big picture in mind
- Highly collaborative and team-oriented
- Spanish speaking is a plus!

Mindsets:

- Unwavering belief that all children can learn
- High expectations
- Respect & Humility: seeks to understand other perspectives; capacity to respond to new information, adapt, and learn
- Entrepreneurial energy for an innovative new model
- Intellectual curiosity
- Grounded in equitable and inclusive practices and cultural relevance

Education:

Bachelor's Degree

Administrative Services Credential preferred

Caliber Schools provides equal employment opportunities to all employees and applicants for employment without regard to race, ethnicity, religion, gender, sexual orientation, national origin, age, disability, marital status, or status as a covered veteran in accordance with applicable federal, state and local laws.

CaliberSchools

Head of Social Emotional Learning

About Caliber Schools

Our mission at Caliber Schools is to shift the **experiences, expectations, and outcomes** for students in historically underserved communities. We provide students with a challenging and engaging **personalized** education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities. Caliber graduates will be academically **college ready**; have **emotional intelligence** or 'EQ'; be **critical thinkers**, and have the skills and desire to be **changemakers** in their communities and the world.

Caliber's four graduate pillars--**Heart, Smart, Think, Act**--guide our work. Caliber teaches **computer science** as a core academic subject K-8th grade to directly challenge the inequitable presence of women and underrepresented minorities in the computer science industry. We are a **community-based** organization and celebrate the diversity of the communities we serve. Our **parents** are active partners; frequently engaging through school events, restorative practices, and academic support.

We are looking for educators and leaders who want the opportunity to use their voice to build something new; to be a part of a team that's building something from the ground up. Our first school, Beta Academy in Richmond, CA, opened in 2014 and ChangeMakers Academy in Vallejo, CA opened in fall 2016. We plan to open additional schools in the future as we grow to nearly 4,000 seats K-12 in the Bay Area.

Position Summary

The Leader of Socio Emotional Learning is responsible for ensuring that all students are receiving the socio-emotional services that meet each student's identified and targeted needs. The leader establishes effective communication and accountability structures, manages student behavior challenges, manages/monitors the Multi-Tier System of Supports (SST Team), coordinates with outside service providers and interns as needed, and will assist in leading Social Emotional Learning professional development throughout the school year. This Head of SEL will be embedded in one of our three small schools (K-2, 3-5, or 6-8) while also overseeing the other two SEL Associates who will be embedded in the remaining schools.

Our Core beliefs

We are looking for staff who are strongly aligned with our mission. Our foundational tenets include:

- **Unwavering belief in all children's potential.** We hold high expectations for every child and support their path to get to and through college.
- **Personalization.** We believe every child is different and each learns differently.
- **Innovation and Technology.** We embrace new ideas, continually refine our teaching model based on what works. We prepare our students for the jobs of the future.
- **Data-Driven Decisions.** We are results-focused and use multiple measures to drive instruction.

- **A holistic approach.** We believe children need explicit social and emotional skill development to support their success in college, career and life.

What We Look For

Caliber staff are...

- **Agents of change** – you look to reimagine and make things better
- **Flexible and adaptable** – you thrive in a dynamic, ever-changing settings
- **Strategic Thinkers** – you are motivated, and think critically about complex problems
- **Highly collaborative** – you work best being interdependent with your colleagues and making decisions collectively as a team
- **Personal Growth Enthusiasts** – you are self-aware, reflective and seek out ongoing feedback and coaching to continue to improve
- **Committed** – you are resilient in the face of challenge, you are proactive and take initiative to seek out solutions

Responsibilities

In order to fulfill our mission we are seeking a highly qualified leader of socio emotional learning who serves as an important member of our team. Their role includes:

SEL Pedagogy

- Acquire deep understanding of Caliber’s approach to developing students’ academic and socio emotional competence in order to develop a plan that is culturally syntonc with school’s mission and philosophy
- Evaluate incoming student/family needs and create family and community partnerships
- Create, manage, and monitor the school success team process
- Model best SEL practices for staff and the larger Caliber community

Systems

- Internalize and be the primary holder for our school-wide positive behavior integrated support plan (PBIS) to address student mental health, wellness, and socioemotional needs at multiple levels.
- Support staff on the SEL infrastructure and coach staff on implementation
- Create system for early identification, response, and referral systems for vulnerable students
- Coordinate with outside agencies related to mental health
- Work with Director of SPED on Tier 2 + 3 behavior intervention
- Oversee student trauma intervention and practices

School Culture

- Advise teachers, students, and families to effectively address the needs of our students through ongoing professional development
- Partner with the community and work with the leadership team to discuss whole-school staff issues, such as school climate, staff self-care, and retention of teachers
- Create long-term plans around student support that accounts for growth trajectory of school
- Conduct data analysis to assess the successes and the gaps of the program on a monthly basis
- Interface with parents on high level behavior challenges and SEL initiatives

Staff Training

- Train incoming staff on all components of our SEL program and developmentally appropriate learning ready behaviors for students across grade levels (circle implementation, vision around restorative practices, PBIS, etc.)
- Coach two other SEL Associates at Caliber Beta Academy (in two other schools)
- Work with leadership team to build staff capacity to reinforce students socioemotional growth and development over the academic year
- Manage mental health clinicians
- Lead one school leader meeting per month on the topic of SEL

Qualifications

Skills + Experience:

- Demonstrated commitment to students social emotional intelligence
- Experience with varying levels of emotional intelligence and maturity in grades K-8
- Spanish speaking preferred
- Expertise in Restorative Justice and equity practices
- Expertise in prevention, evidence-based practices and the Multi-Tiered System of Supports
- Experience coaching others
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Strong ability to bring a team together: Staff, Students, and Families
- Ability to deal with obstacles and constraints positively
- Teaching experience is a plus!
- Experience/Certification in trauma interventions and supports

Education:

- Bachelor's degree required
- Masters in Counseling or Social Work (MSW) or School Social Work (LCSW) is preferred
- MFT preferred

We offer a competitive salary and benefits package.

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Caliber Schools Instructional Assistant Job Description

About Caliber Schools

Our mission at Caliber Schools is to shift the experiences, expectations, and outcomes for students in historically underserved communities. We provide students with a challenging and engaging personalized education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities. Caliber graduates will be academically college ready; have emotional intelligence or 'EQ'; be critical thinkers, and have the skills and desire to be changemakers in their communities and the world.

Caliber's four graduate pillars--Heart, Smart, Think, Act--guide our work. Caliber teaches computer science as a core academic subject K-8th grade to directly challenge the inequitable presence of women and underrepresented minorities in the computer science industry. We are a community-based organization and celebrate the diversity of the communities we serve. Our parents are active partners; frequently engaging through school events, restorative practices, and academic support.

We are looking for educators and leaders who want the opportunity to use their voice to build something new; to be a part of a team that's building something from the ground up. Our first school, Beta Academy in Richmond, CA, opened in 2014 and is now a fully grown K-8 serving 800 students. ChangeMakers Academy in Vallejo, CA opened in fall 2016. ChangeMakers now serves almost 500 students, TK-4th and 6th/7th grades and will be fully grown in 2018. We plan to open additional schools in 2018-2021 as we grow to nearly 4,000 seats K-12 in the Bay Area.

Position Summary

We are always looking for compassionate, exceptional educators to join our team! You'll work collaboratively with your colleagues to drive the achievement of all students in your grade level band. You will be encouraged and supported to lead engaging, personalized, and rigorous lessons that integrate our four pillars: Heart, Smart, Think, and Act. You will use data to drive your instruction, regularly assessing student learning to ensure that each child's personalized learning plan addresses their unique needs and goals for growth. You'll equitably support the development of each child through restorative practices and social-emotional learning strategies. You will build meaningful relationships with families because you believe they are partners, and play a critical role in student success

You will also receive weekly training and support through high-quality professional development and tailored one-on-one coaching.

- You will work closely with colleagues in order to use data to drive your instruction
- With the support from your coach you will plan high quality lessons, assess students, and reflect on student performance.

- You will support our students' social emotional development through Restorative Justice, Mindfulness and PBIS – Positive Behavior Intervention Supports.
- You will provide support in other school-wide initiatives including preparing and organizing instructional materials and administering assessments such as STEP (or F/P), ELPAC, MAP, SBAC, and other assessments used to determine student progress.

Our Core beliefs

We are looking for teachers who are strongly aligned with our mission and teaching model. Our foundational tenets include:

- *Unwavering belief in all children's potential.* We hold high expectations for every child and support their path to get to and through college.
- *Personalization.* We believe every child is different and each learns differently.
- *Innovation and Technology.* We embrace new ideas, continually refine our teaching model based on what works. We prepare our students for the jobs of the future.
- *Data-Driven Decisions.* We are results-focused and use multiple measures to drive instruction.
- *A holistic approach.* We believe children need explicit social and emotional skill development to support their success in college, career and life.

What We Look For

It takes a special teacher to work at Caliber. We look for the following values/attributes in our teachers:

- Agents of change – you look to reimagine and disrupt the traditional teaching environment
- Flexible and adaptable – you thrive in a dynamic, ever-changing setting
- Strategic Thinker – you are motivated by constant review and evaluation of student progress
- Highly collaborative –you work best being interdependent with your colleagues and making decisions collectively as a team
- Personal Growth Enthusiast – you are self-aware, reflective and seek out ongoing feedback and coaching to continue to improve your craft
- Strong Commitment – you are resilient in the face of challenge, you are proactive and take initiative to seek out solutions

Responsibilities

- In partnership with a collaborating teacher and coach, develop academically rigorous lessons
- Daily awareness of individual student's progress and learning needs
- Implement and support school-wide social emotional programming.
- Participate in school-wide initiatives such as CICO, PBIS, Restorative Justice, Toolbox, Class Dojo etc.
- Support in the administration of state-mandated and Caliber-specific assessment.
- Help to create and organize instructional and assessment materials.
- Communicate effectively with students, families, and colleagues.
- Approach professional development with commitment and reflection.
- Provide small group intervention programs as developed by grade levels and coaches.
- Create professional learning goals each year; be willing to offer support to and receive constructive feedback from colleagues and coach in order to create a professional working atmosphere that is conducive to change and improvement

Qualifications

Experience:

- Proven track record of building positive relationships with students
- Manage classroom behavior
- Create an engaging curriculum
- Work with small groups

Skills

- Comfort with technology: basic skills in navigating computer hardware and software
- Organizational skills: ability to manage
- Analytical and problem solving ability:
- With support from mentor teacher, use data to drive instruction and results
- Communicates effectively with others: shares ideas directly and respectfully & advocates for needs
- Comfort with case management of approximately 90 students in the grade level
- Spanish speaking preferred, but not required

Mindsets:

- Flexible and adaptable: thrives in experimental environment where innovation drives enhancements
- A reflective, Continuous Learner:
- Welcomes feedback and coaching from peers and administration.
- Eager to be professionally developed
- Resilience: Self-motivated and takes initiative in the face of challenge
- Highly collaborative: willingness to be a team player

Education:

- Required: HS Diploma + 2 years of college **OR** AA degree (or higher) **OR** passed CBEST
- Preferred Bachelor's Degree
- Bonus: Valid teaching credential or working towards Valid State teaching credential

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Caliber Schools K-5 Lower School Principal

About Caliber Schools

Caliber Schools is a cutting-edge public charter school network working to reimagine urban education in the Bay Area. Supported by some of the top philanthropies in the country, the organization's mission is to prepare all students to get to, and through, a four year college without remediation. Caliber is community-based and parents are active partners. The program combines personalized learning plans, project-based and blended learning, an intensive focus on writing, daily computer coding instruction, and rich social and emotional programming that includes Restorative Justice and mindfulness.

In addition, Caliber provides a collaborative, co-teaching environment as well as a robust observation and feedback cycle for teachers to innovate and improve their craft. The first school, Caliber: Beta Academy, a K-8 in Richmond opened in 2014 and now has over 750 students. Our second school, Caliber: ChangeMakers Academy in Vallejo opened in the fall of 2016 serving 300 students in TK-3 + 6th. Building upon the success of its existing schools and dynamic leadership team, the model is poised to expand, with additional schools planned to open in 2018-20 as Caliber grows to nearly 3,000 seats K-12 in the Bay Area. For more about Caliber, please visit www.caliberschools.org.

The Opportunity

Caliber Schools is searching for a K-5 Lower School Principal at Caliber Beta Academy in Richmond. Currently run as a single K-8, next fall (in 2017-2018) Caliber Beta will split into two 'houses': a K-5 and 6-8. This leader has a unique and exciting opportunity to be involved in the design and opening of the K-5 as its own school. This individual will shape and implement the instructional model for the school, building off the existing Caliber framework and further innovating, while hiring and leading a successful teaching staff that responds to and inspires a diverse student population. The ideal candidate will be an adaptable self-starter, passionate about ensuring high levels of academic success for all students, and dedicated to Caliber's unique and innovative vision. This leader will be strong in instructional expertise, and will have an exceptional ability to build strong relationships with students, families, teachers, staff and leadership. This position will start in July 2017.

Responsibilities

Leading Instruction

- Drive instructional excellence by setting aspirational goals and ensuring that teachers receive appropriate and targeted coaching and professional development to implement successful classroom management and teaching strategies
- Implement a comprehensive teacher evaluation system that includes regular classroom observations, goal setting and tracking, and formal evaluations drawing on multiple sources of evidence
- Identify and reward strong teacher performance, drive retention of strong performers, and create opportunities for growth



Establishing Systems and Culture

- Engage students by being a visible, high impact presence in their daily lives
- Create a culture of high expectations and continuous improvement with a relentless focus on student achievement, operational efficiency, and self-improvement
- Direct and supervise the behavioral program of the school, instituting supportive student discipline policies to meet student population needs
- Collaborate closely with a school operations coordinator to ensure a safe and consistent school environment for students

Fostering Partnerships and Community Engagement

- Support deep family engagement and communications, helping parents understand and support academic learning at home
- Work with the school services team to ensure that the instructional model and school environment responds to the needs (particularly mental, behavioral, and socio-emotional) of students
- Develop community partnerships to enhance school programming and attend District Board meetings as needed

QUALIFICATIONS

Experience

- 3 or more years experience teaching at a high performing elementary school in an underserved community
- 2 or more years in administrative leadership and/or teacher coaching
- Prior experience in high performing charter school strongly preferred
- A proven track record of improving student achievement, with data documenting improved student outcomes
- Demonstrated success developing school programs, curricula and building a strong student culture
- Record of success in managing people and teams, coaching teachers to improve and excel, and building a positive and collaborative adult culture

Skills

- Strong relationship building skills; appetite for and ability to engage families and community members; cultural competency with at-risk students and families.
- Manages multiple priorities simultaneously to accomplish urgent and important needs
- Detail-oriented and highly organized with the ability to keep the big picture in mind
- Highly collaborative and team-oriented

Mindsets

- Unwavering belief that all children can learn; high expectations for all students
- Respect and humility: seeks to understand other perspectives; capacity to respond to new information, adapt, and learn
- Entrepreneurial energy for an innovative new model
- Intellectual curiosity

Education



- Bachelor's Degree
- Administrative Services Credential preferred

TO APPLY

Please go to www.caliberschools.org/careers to submit your resume, thoughtful cover letter, and names/contact info for three references.

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Caliber Schools 6-8 Principal Job Description

Background

The mission at Caliber Schools is to shift the **experiences, expectations, and outcomes** for students in historically underserved communities. Caliber provides students with a challenging and engaging **personalized** education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities. Caliber graduates will be academically **college ready**; have **emotional intelligence** or 'EQ'; be **critical thinkers**, and have the skills and desire to be **changemakers** in their communities and the world.

Caliber's four graduate pillars--**Heart, Smart, Think, Act** and values--**Feedback, Affirmation and Validation, Collective Responsibility, and Empathy and Kindness**--guide their work. Caliber is a **community-based** organization and celebrates the diversity of the communities it serves. Caliber **parents** are active partners, frequently engaging through school events, restorative practices, and academic support.

The Opportunity

Caliber Schools is searching for a 6-8 Principal at Caliber: ChangeMakers Academy in Vallejo, CA. Caliber: ChangeMakers Academy is going into its 4th year of operation and serves 800 students in grades TK-8. The 6-8 Principal role has been recently created to manage Middle School grades 6-8. While innovating, this role will also sustain and lead a successful teaching staff that responds to and inspires a diverse student population.

The ideal candidate has been a principal in a high performing school and is ready to step into a leadership role both for Caliber: ChangeMakers Academy and as contributor to the network's Senior Leadership Team. The ideal candidate is an adaptable self-starter who is passionate about ensuring high levels of academic success for all students and dedicated to Caliber's commitment to social-emotional learning and equitable practices. This leader will have instructional and coaching expertise and an exceptional ability to build strong relationships with students, families, teachers, staff, and leadership.



Responsibilities

Leading Instruction

- Drive instructional excellence by setting aspirational goals aligned with Caliber's Leadership Excellence Rubric (LER) and Healthy Schools Framework, create a structure of coaching the leadership team including but not limited to Assistant Principals, Instructional Coaches, Operations Lead, and ensuring that teachers receive appropriate and targeted coaching and professional development to implement successful classroom management and teaching strategies;
- Implement a comprehensive teacher evaluation system aligned with the Vision for Instructional Excellence Framework that includes regular classroom observations, goal setting and tracking, data-driven instruction, and formal evaluations drawing on multiple sources of evidence;
- Identify strong teacher performance, drive retention of strong performers, and create opportunities for teacher and staff growth.
- Set and enforce standards for student achievement.
- Ensure program meets or exceeds yearly student outcome goals.
- Monitor progress of all students.
- Keep abreast of successful instructional methodologies and practices.
- Ensure consistencies in instruction and practice amongst team of teachers.
- Ensure learning environment and classroom instruction maximize student learning.

Creating a strong culture through systems and substance

- Define and communicate a consistent vision for the school, both within the school's walls and the greater school community;
- Engage students by being a visible, high impact presence in their daily lives;
- Create a culture of high expectations and continuous improvement with a relentless focus on student achievement, operational efficiency, and self-improvement;
- Direct and supervise the behavioral program of the school, instituting supportive student discipline policies to meet student population needs;
- Collaborate closely with the school operations coordinator to ensure a safe and consistent school environment for students, rooted in Caliber's four pillars (Heart, Smart, Think, Act) and Values (Feedback, Affirmation and Validation, Collective Responsibility, and Empathy and Kindness).

Operational Management

- Collaborate closely with the Chief Operations Officer (COO) and School Support Office (SSO) to ensure a safe and consistent school environment for students.
- With the COO, set and maintain a budget that ensures fiscal solvency.
- Oversee facilities maintenance and repairs.
- Oversee management of school records and resources.
- Ensure compliance of local, state, and federal laws and regulations and court orders.
- Ensure the safety and security of all students, staff, visitors, and public and private property.
- Approve expenditures.

Fostering Partnerships and Community Engagement

- Support deep family engagement and communications, helping parents understand and support academic learning at home;



- Work with the school services team to ensure that the instructional model and school environment responds to the needs (particularly mental, behavioral, and social-emotional) of students;
- Refine our current SEL and Restorative Practices approach for a more consistent implementation;
- Participate in the Senior Leadership Team of Caliber Schools, and in the Instructional Leadership Professional Learning Community;
- Develop community partnerships to enhance school programming and attend District and Authorizer Board meetings as needed.

Participate in Caliber Public School Community

- Actively participate in School Leader Community of Practice by attending monthly meetings, engaging in discussion, sharing best practices, and participating in school visits and school reviews.
- Respond to requests from the School Support Office in a timely manner, working with network staff to ensure compliance of all Caliber Public Schools policies and procedures.
- Conduct weekly 1:1s with Chief Schools Officer, sets the agenda, and is responsive to Caliber aligned network goals and expectations.
- Meets regularly with SSO Education Team and schedules regular classroom walk-throughs and co-observations including lead team meetings, school site professional development, and faculty meetings when appropriate.

Perform other duties as required and assigned

The Principal must demonstrate knowledge of, and support the Caliber Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

Qualifications

Experience

- At least 3 years teaching in a high performing elementary or middle school in an underserved community
- A minimum of 2 years experience in a leadership and/or coaching role at a high performing elementary or middle school in an underserved community;
- At least one year in a school leader role strongly preferred;
- Experience with and commitment to integrated Social and Emotional Learning curricula;
- Prior experience in high performing charter school strongly preferred;
- A proven track record of improving student achievement with data documenting improved student outcomes;
- Demonstrated success developing school programs, curricula, and building a strong student culture;
- Record of success in managing people and teams, coaching teachers and leaders to improve and excel, and building a positive and collaborative adult culture.

Skills

- Strong relationship building skills; appetite for and ability to engage families and community members; cultural competency with at-risk students and families;
- Manages multiple priorities simultaneously to accomplish urgent and important needs;
- Detail-oriented and highly organized with the ability to keep the big picture in mind;



- Highly collaborative and team-oriented.

Mindset

- Unwavering belief that all children can learn and high expectations for all students;
- Commitment to equitable practices;
- Respect and humility: seeks to understand other perspectives; capacity to respond to new information, adapt, and learn;
- Entrepreneurial energy to work with innovative new model;
- Intellectual curiosity.

Education

- Bachelor's Degree
- Administrative Services Credential preferred

TO APPLY

Please go to www.caliberschools.org/careers to submit your resume, thoughtful cover letter, and names/contact info for three references.

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Caliber Schools School Leader/ Principal Search

Timeline

November

- Learn of openings for the following year
- Begin informally building pipeline

December

- Create communication plan and share transition with stakeholders
- Post Role Online
- Hold first phone interviews

January

- Continue phone interviews
- Hold first on-site interviews

February

- Continue phone interviews
- Final first round on-site interview
- Reference checks for top candidates

March

- Hold 2nd round on-site interviews

April

- Extend Offer

Interview Process

Step 1: Phone Screen with Head of Talent

Step 2: Phone Screen with Chief Schools Officer

Step 3: Call with CEO

Step 3: On-site visit- meet with Caliber teachers, school leadership team & students, complete performance task

Step 4: Reference Check

Step 5: On-site Interview- meet with SSO staff, COO, Caliber parents

Step 6: Decision



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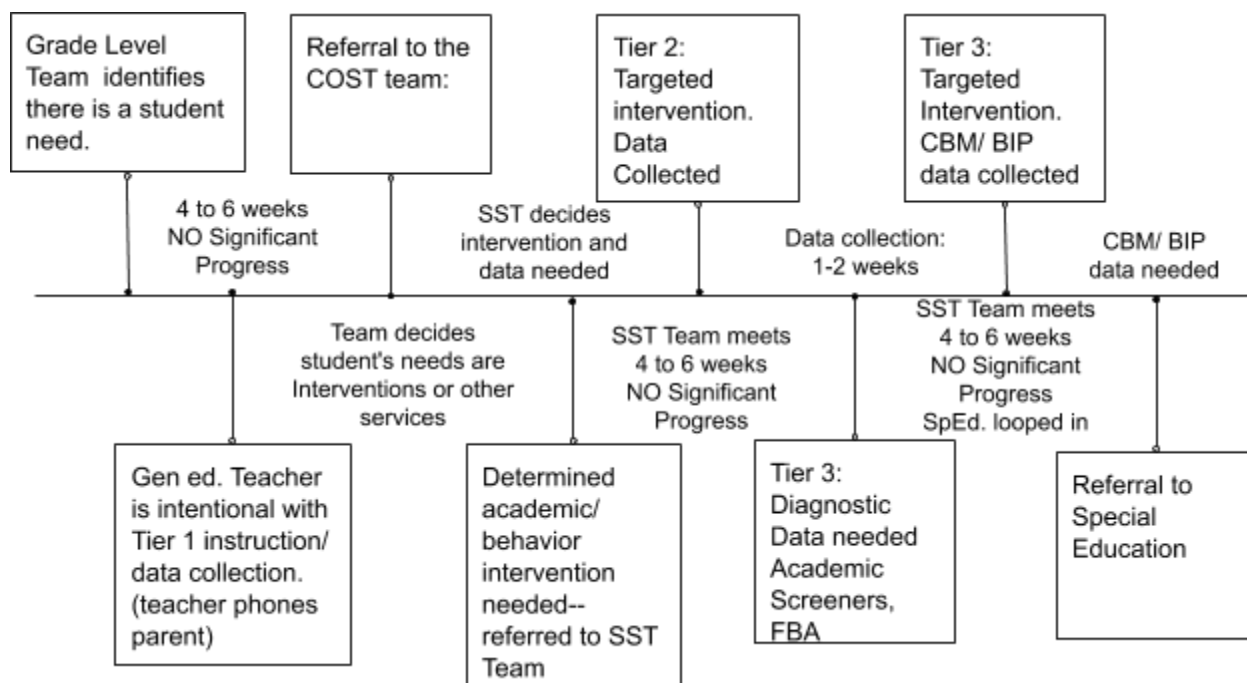
[Tier 3 Interventions](#)

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2018-2019 Multi-Tiered Systems of Support (MTSS) Quick Guide to Protocols

Intervention Timeline:



What do I do if I have academic, behavioral, or social/emotional concerns about a student?

1. Is this student already in an after school intervention? If no, follow the steps below. If yes, click [here](#) THEN return to these steps and begin with number 2.
2. Review the student's cumulative file for relevant information. **Fill out the cum file review form.**
3. Discuss your concerns and information from the cum file review form with your grade level team during the next PLC. Determine if there are concerns from multiple stakeholders or in multiple areas.
4. Agree on at least three interventions to attempt for two weeks or more (can attempt these one at a time) to address *each* area of concern. Document this action in the PLC meeting notes.

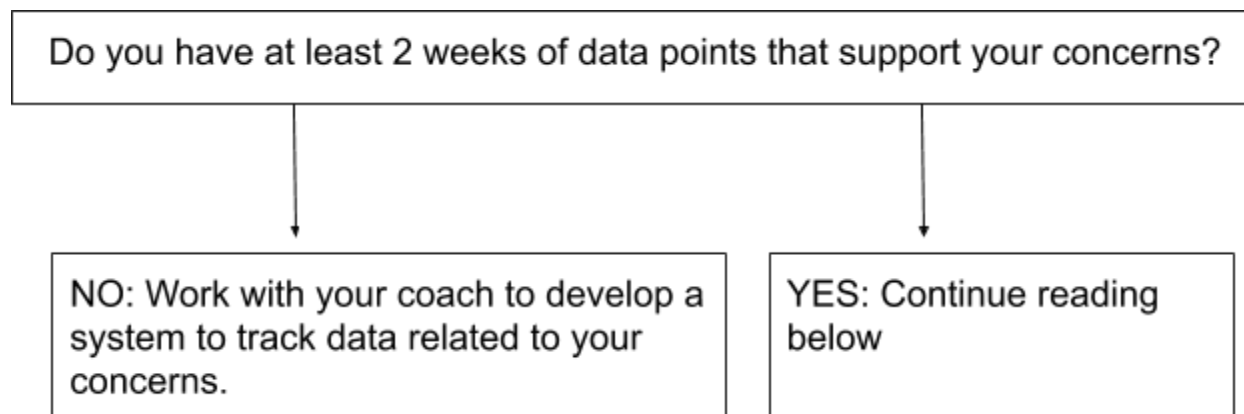
<input type="checkbox"/> Adjusted Environment	<input type="checkbox"/> Provided structured choice	<input type="checkbox"/> Sentence Frames <input type="checkbox"/> Visual Cues	<input type="checkbox"/> Specific Directions <input type="checkbox"/> reading strips
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<ul style="list-style-type: none">□ Conflict Mediation□ Clarified expectation through reteaching□ 5-1 Positive reinforcement□ Proximity□ Restorative conversation	<ul style="list-style-type: none">□ Redirecting□ Reflection center/quiet corner□ Problem solving□ Using behavior cue/prompt□ Parent consultation□ Behavior Contract	<ul style="list-style-type: none">□ Cues to begin□ Schedules/checklists□ Graphic Organizers□ Manipulatives	<ul style="list-style-type: none">□ Front loaded Vocabulary□ Cues to begin□ Visual Organizers□ Flash cards
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5. Continue to be intentional with Tier 1 instruction and data collection. At least 6 data points will be necessary before filling out a COST form.

What do I do if I still have academic, behavioral, or social/emotional concerns about a student even after consulting my grade level team and attempting 3 different interventions for at least 2 weeks?



If you have concerns and data to validate those concerns:

1. Call or meet in person with the student's parent. Share your concerns. Let them know that you will be consulting with a team about these concerns. Interview the parent using the [parent interview guide](#).
2. Complete the **COST Referral Form** individually with your **grade level teacher leader** or as a grade level team during the next grade level PLC meeting.
3. After sending in the COST Referral Form, expect to be followed up with within 10 days. Coordinator will either recommend different interventions or ask for your assistance in scheduling a Student Support Team (SST) meeting with the student's family.

What do I need to do prior to a Student Support Team meeting?

1. Invite the following stakeholders to the SST meeting:
 - a. Your coach
 - b. Parents
 - c. Any outside providers the family works with
 - d. Program Specialist
2. Get a yellow SST folder.
3. Compile the following forms and information inside the SST folder:
 - a. Cum file checklist (should have been completed at initial concerns)
 - b. Parent Interview Transcript/Responses (should have been completed prior to filling out a COST form)
 - c. Completed [Student Intervention Log](#)
 - d. Data used to determine that the student needs additional support
 - e. Student work samples (and similar work samples from a typical student if applicable)
 - f. *IF the concern is behavioral, complete the [behavior support plan](#) form.

*At a SST meeting, you will be expected to share current data, [collaborate on an intervention plan](#), schedule a follow-up review meeting to be held in 6 weeks. The **coach** assigned to each grade level will be responsible for running the SST meeting and filling out the SST intervention plan form.

What do I do after a Student Support Team Meeting?

1. Ensure that a follow up meeting with the same stakeholders is scheduled within 6 weeks of the initial SST meeting.
2. Monitor follow through of agreed upon actions. Alert your coach if you notice an agreed upon action is not happening. (For example, if another teacher has agreed to take your student for a guided reading group but then sends your student back to class rather than including him/her in the guided reading group.)
3. Collect data on progress in agreed upon interventions. You must have at least 6 data points before reconvening as an SST Team.

My student has been in tier 2 interventions for at least 6 weeks. I have at least 6 data points. What's next?

1. Invite the following stakeholders to a follow-up SST meeting:
 - a. Your coach

- b. Parents
 - c. Any outside providers the family works with
 - d. Program Specialist
2. Compile the following forms and information inside the yellow SST folder from the previous meeting:
 - a. Student work samples from tier 2 interventions
 - b. Data collected and graphed from tier 2 intervention
3. Discuss growth and continued areas of need.
4. Complete the [Follow-Up SST form](#) at this meeting.
5. Determine next steps:
 - a. Student has made an intense amount of growth-> Return to tier 1
 - b. Student has made a significant amount of growth-> Continue in tier 2
 - c. Student has made limited growth -> Begin tier 3 interventions

What if my student needs tier 3 interventions?

1. Follow the same steps as after a tier 2 SST meeting.
2. Tier 3 interventions should be more intense in group size, content, and frequency.
3. The Coordinator will include the special education team at this point to advise on collecting screening data as well as progress monitoring data.

After School Intervention Guidance

Placement in after school intervention:

Within the first week of school, all students will take a universal screening assessment. (K-5 STEP, 6-8 AIMSweb/CBM Benchmark) Students who score in the lowest 20% will be monitored closely during general instruction to determine if tier 2 or tier 3 initial intervention is recommended. After each 6 week cycle of intervention and data collection, data teams will review data and reorganize groupings. Data teams may fill out COST forms at the end of each 6 week cycle for students currently in tier 2 and 3 interventions.

Tier 2 Interventions:

- 3 days per week; 30 mins
- Led by teachers and instructional assistants
- 6 week intervention scope focuses on one main goal which is scaffolded and aligns with curriculum

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- Data is taken every Wednesday to monitor progress toward main goal. *Data must be able to be graphed to show growth rate.

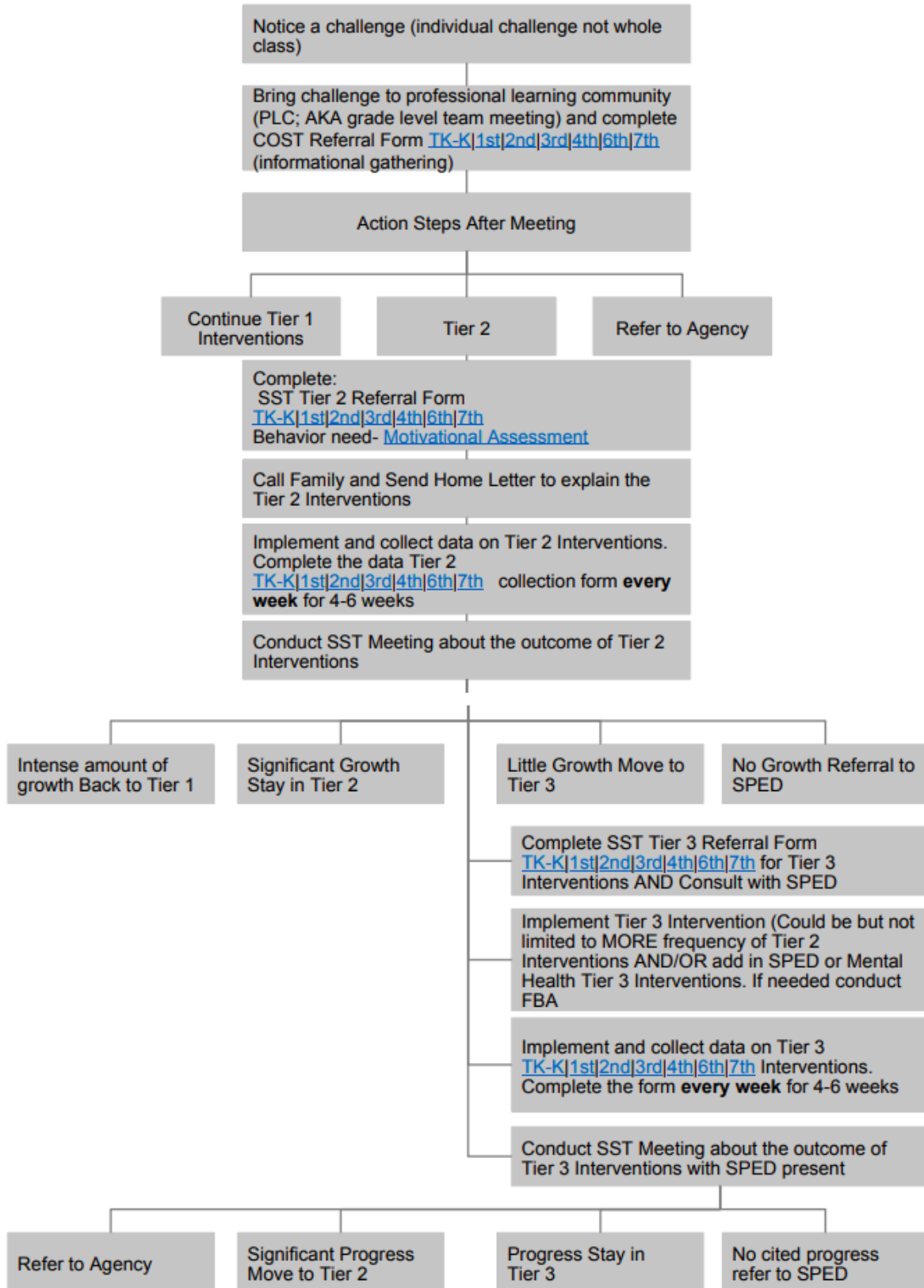
Tier 3 Interventions

- 3 days per week; 45 mins
- Led by grade level teacher leaders and paraprofessionals
- 6 week intervention scope focuses on one main goal which is a prerequisite skill to obtaining grade level proficiency
- Data is taken every Wednesday to monitor progress toward main goal. Data is gathered using Curriculum Based Measures (Aimsweb, EasyCBM, etc.)

Key Contacts for Intervention

Name	Duties
Alison Ford	Run tier 3 reading interventions and lead TK/K data team meetings
Crystal Johnson	Run tier 3 reading interventions and lead 1st/2nd data team meetings
Destiny Tamboris	Run tier 3 math interventions
Deborah Angulo	Run tier 3 (reading? math?) interventions (and lead data team meetings?)
Liz Niehaus	Run tier 3 (reading? math?) interventions (and lead data team meetings?)
Esther Rhie	Run tier 3 (reading? math?) interventions (and lead data team meetings)
Alicia Barlow	Run tier 3 reading interventions and lead middle school ELA data team meetings
Joanna Irving	Run tier 3 math interventions and lead middle school math data team meetings
Instructional Coaches	Consult on movement of students between tiers of intervention and lead SST meetings
Kim Berry	Bring tier 3 information to the Special Education team for completion of additional screeners

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Caliber Schools

POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

Policy No: _No: 16_____

Adopted/Ratified: April 27, 2017

Revision Date: August 30, 2018

SECTION 504 POLICY

The Board of Directors of Caliber Schools (“Charter School”), recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEIA”).

The School’s School Leader or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of

evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Charter School does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

Charter School will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks,

seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment –**

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The following individuals shall serve as each Charter School campus Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at the number listed below.

Caliber: Beta Academy	Caliber: ChangeMakers Academy
Gabriela Toruno Lead Clinician 4301 Berk Avenue, Richmond, CA 94804 510-685-9886 gtoruno@caliberbetaacademy.org	Soundhari Balaguru Director of SEL 500 Oregon Street, Vallejo, CA 94590 707-563-9827 sbalaguru@calibercma.org

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired

sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be

educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the

hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the individual identified in paragraph (A)(8), above ("504 Coordinator").

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The School Leader or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado County Office of Education Charter SELPA or county education office in which the school is located in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the School Leader or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the School Leader or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Leader.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Leader.
8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special

knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.

- Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
 11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504

Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

If Charter School, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim

alternative educational setting, whichever occurs first, unless the parent and Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the

protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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

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

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEIA).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outline above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to Charter School's Uniform Complaint Policy and Procedures. Please ask the School Leader for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education

San Francisco Office

50 United Nations Plaza

San Francisco, CA 94102

(415) 486-5555 PHONE

(415) 486-5570 FAX

Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact the to the individual identified in paragraph (A)(8) of the Section 504 Procedures, above ("504 Coordinator") with any questions regarding the information contained herein.



Notice of Procedural Safeguards

Special Education Rights of Parents and Children

Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

Revised October 2016

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement (20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a "free appropriate public education" (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC 1414[d] [1]B–[d] [1]D; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/ga/capmntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.



What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused.
(20 USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.



If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 CFR Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 USC 1415[b][2] ; 34 CFR 300.519; EC 56050; GC 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]–[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.



The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) business days after the request has been made orally or in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[l])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)



Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505[e][1])
3. Present evidence, written arguments, and oral arguments (EC 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4])
6. Have your child present at the hearing (EC 56501[c][1])
7. Have the hearing be open or closed to the public (EC 56501[c][2])
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v])
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6])
10. Have an interpreter provided (CCR 3082[d])
11. Request an extension of the hearing timeline (EC 56505[f][3])
12. Have a mediation conference at any point during the due process hearing (EC 56501[b][2]), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415[f][1][B]; 34 CFR 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415[f][1][B]; 34 CFR 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement.

If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])



May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[i][2] and [3][A], 1415[i]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.



If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56177)



State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

For complaints involving issues **not** covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.



Glossary of Abbreviations Used in This Notification

ADR: Alternative Dispute Resolution

CFR: Code of Federal Regulations

EC: California Education Code

FAPE: Free Appropriate Public Education

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

OAH: Office of Administrative Hearings

SELPA: Special Education Local Plan Area

USC: United States Code

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: ChangeMakers Academy

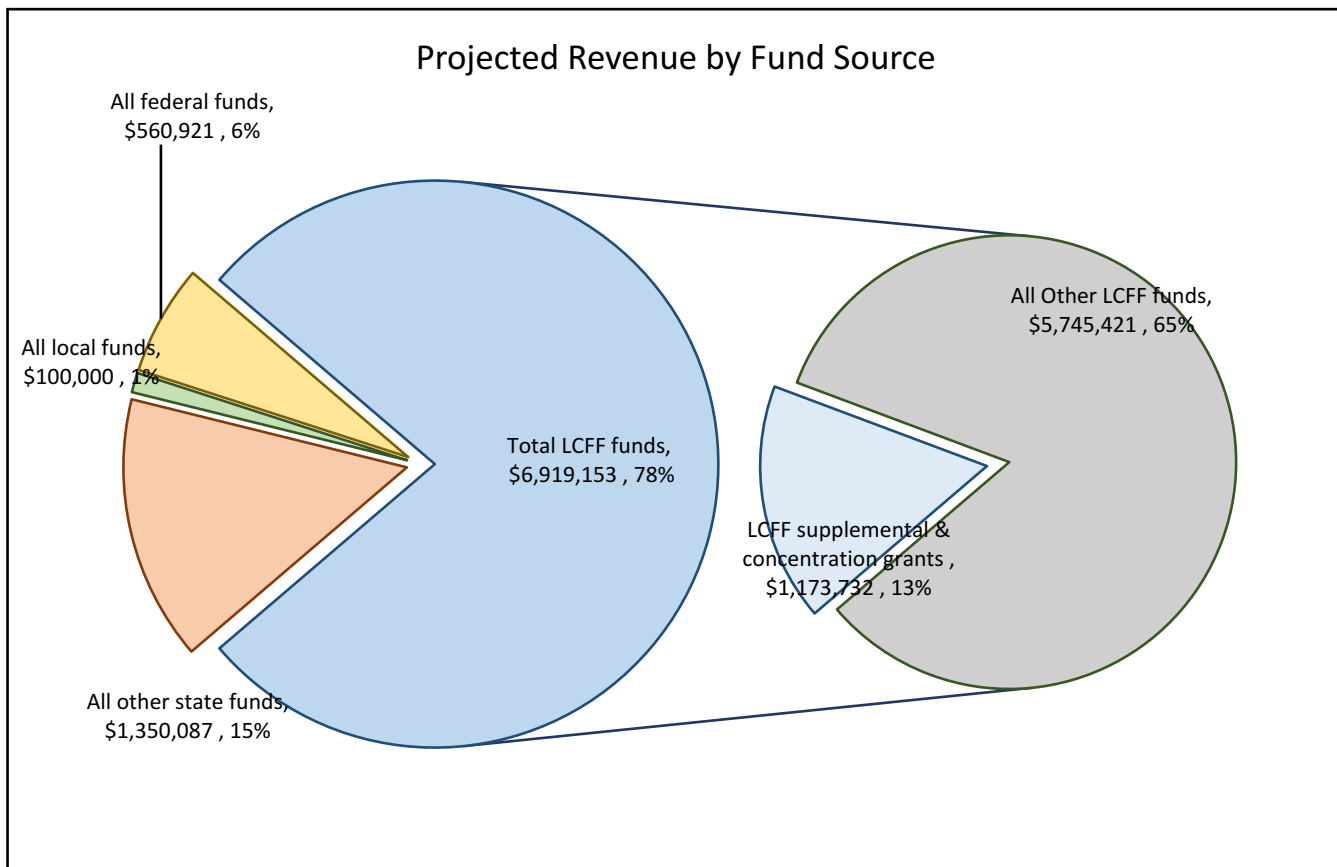
CDS Code: 48-70581-0134262

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ms. Wiengarten & Ms. Canady, School Leaders, info@calibercma.org, (707) 563-9827

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEA and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

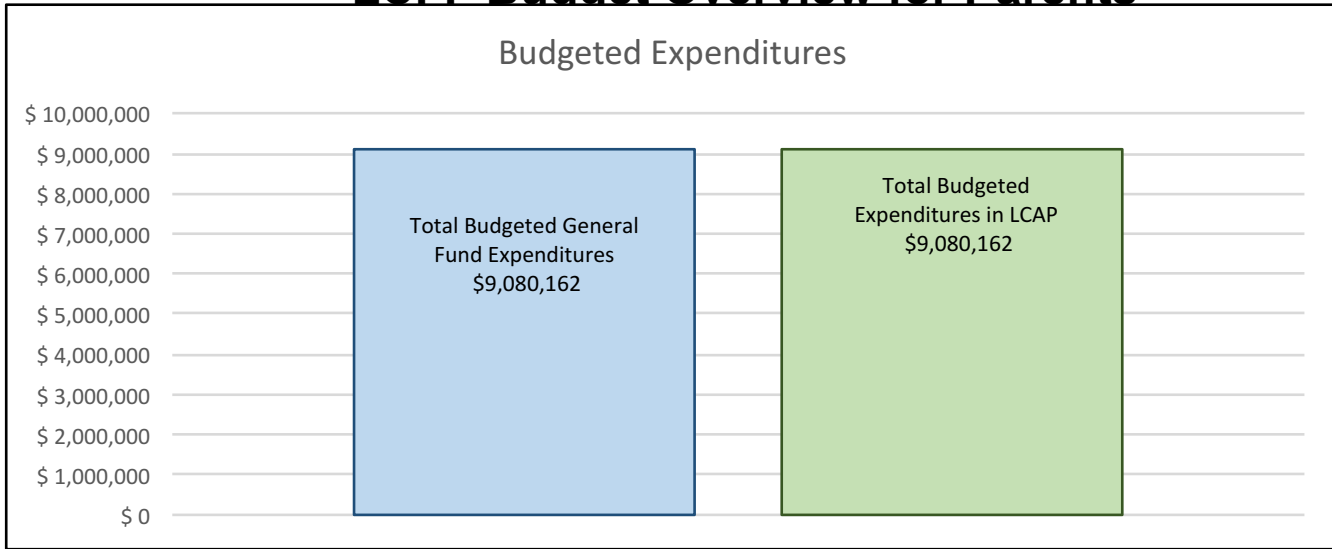


This chart shows the total general purpose revenue Caliber: ChangeMakers Academy expects to receive in the coming year from all sources.

The total revenue projected for Caliber: ChangeMakers Academy is \$8,930,161.00, of which \$6,919,153.00 is Local Control Funding Formula (LCFF), \$1,350,087.00 is other state funds, \$100,000.00 is local funds, and \$560,921.00 is federal funds. Of the \$6,919,153.00 in LCFF Funds, \$1,173,732.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Caliber: ChangeMakers Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Caliber: ChangeMakers Academy plans to spend \$9,080,162.00 for the 2019-20 school year. Of that amount, \$9,080,162.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

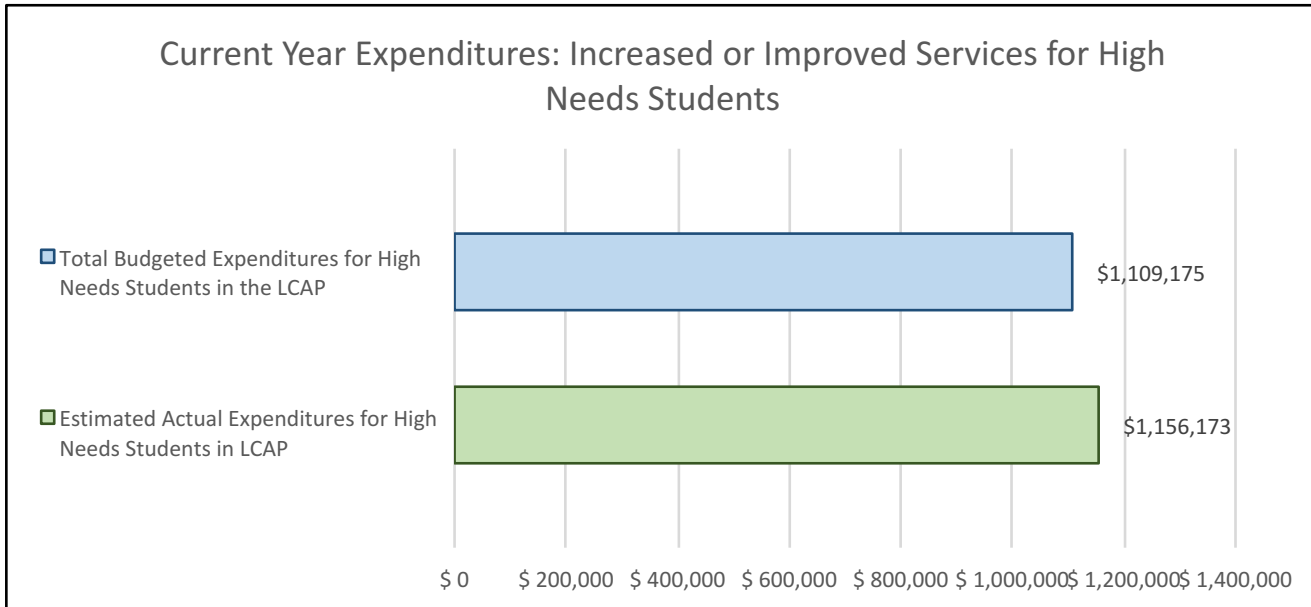
All general fund expenditures are included in the LCAP

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Caliber: ChangeMakers Academy is projecting it will receive \$1,173,732.00 based on the enrollment of foster youth, English learner, and low-income students. Caliber: ChangeMakers Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Caliber: ChangeMakers Academy plans to spend \$1,173,732.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Caliber: ChangeMakers Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Caliber: ChangeMakers Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Caliber: ChangeMakers Academy's LCAP budgeted \$1,109,175.00 for planned actions to increase improve services for high needs students. Caliber: ChangeMakers Academy estimates that it will actually spend \$1,156,173.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name

Caliber: ChangeMakers Academy

Contact Name and Title

Rachael Weingarten & Asha
Canady
School Leaders

Email and Phone

info@calibercma.org
707-563-9827

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Vallejo City Unified School District is a medium-sized TK-12 district that serves approximately 14,000 students. Caliber: Change Makers Academy currently serves over 700 students in TK through 8th grade. 61% of students qualify for free or reduced lunch and 15% of our students are identified as English Learners. Enrollment also includes 11% of students designated as students with special needs holding an Individual Education Plan.

The mission of Caliber Schools is to provide all students with a challenging, engaging, relevant and personalized education that equips our young people with the knowledge, character, and skills they will need to succeed in competitive colleges and careers. Caliber's core components include: high expectations, personalized learning plans (PLP) for every student, exceptional teaching and instructional leadership, rigorous and relevant academic and socio-emotional learning curriculum, and a supportive school community based on rights, responsibilities, and respect.

We deeply believe in the impact teacher effectiveness has on student achievement. Therefore, we are committed to teacher development. We place significant resources, time and effort into professional development, coaching, and focusing school leadership on instruction and the classroom. We also have placed a value in students learning the emerging competencies of computational thinking. All of our students receive coding on a consistent and frequent basis in all grades. Additionally, we offer a 1:1 ratio of students to computers throughout the school (chromebooks). Our classroom instruction is aligned with the Common Core, as is our curriculum and assessment program. We provide a comprehensive Social-Emotional program included explicit curriculum, restorative practices, mindful practices, community building, and access to mental health supports.

We have developed a set of pillars to guide our program and to broaden student outcomes to reflect a reimagining of education:

Heart - Emotionally Intelligent
Smart - Academically College-Ready
Think - Critical Thinkers
Act - Change Makers

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 18-19 school year marked Caliber ChangeMakers Academy's third full year of operations. As in previous years, we worked with our stakeholders to analyze our progress and to develop our overall program. We have a number of ways to gather input and data that allowed us to identify what is working and what could be better. This year we expanded how we gather input from stakeholders through expanded committee work through the School Site Council and ELAC, which previously operated as one entity. Additionally, we reviewed and analyzed multiple stakeholder surveys and student performance data. From this work we were able to identify trends.

Trends indicating our strengths are:

- We are outperforming most of the VCUSD schools that our students would otherwise attend
- 87% of families indicate that they would recommend ChangeMakers Academy to other families
- We successfully moved into our long term facility which had been under construction
- We have a healthy overall financial profile with reserves
- In our mid year staff survey, 98% of staff indicated that they could see themselves staying at Caliber for 2+ years.
- Our Latinx and African-American students outperform their peers in the District, County and State
- Our investment in mental health and restorative practices continues to pay off, as for the second year we have 0% suspensions or expulsions.

Absenteeism and SPED continue to be areas of opportunity for ChangeMakers Academy. We believe that the focus on SEL and attendance incentives are the best approach to achieving our goal, but that cultural change takes time - particularly in a District where the chronic absenteeism rate is 29.2%. We intend to double down on existing actions and strategies, and revisit if they still continue to have low impact on attendance in a year.

Our SBAC scores were down this year compared to previous years, which leads us to anticipate being "Orange" in the CA State Dashboard. Despite this drop, we are still outperforming the District. In addition, we believe that part of this drop was due to students who were new to Caliber (which comprised of about a third of all students taking SBAC), the vast majority of whom entered at a "Did Not Meet Standard" level. Students who have been with us for multiple years tended to score higher on SBAC. We will continue our focus on academics in 19-20 through continued investment in coaching and revising our data trackers to focus more on standard-specific tracking.

Our SPED program underwent a rigorous program review in the 2018-19 school year and we are planning a number of changes for 19-20 to address some of the key areas of need. Caliber has shifted its perspective of how to measure the effectiveness of the program, to show that students have full access and are receiving educational benefit, so they are achieving with the rest of their peers on the State Performance Indicators. Based off of this lens, Caliber has decided to make next year's LCAP goal around how effective the implementation of students with IEP's accommodations and modifications, within the general ed. and pull out setting, in order for those students to have the full opportunity for achievement.

The plan is, every other month, Ed. Specialist, Program Specialist, General Ed. Teacher and their Coach will meet regarding the individual students accommodations and modifications and go over how effective those supports have been. The discussion will include what has gone well and any alternative strategies and delivery methods needed, to continue the student's success within the school setting. Program Specialist will be doing continued professional development on; writing IEP goals that are directly braided with grade level Common Core State Standards, strategies and scaffolds to implement accommodations and modifications, data collection procedures (rubric) to measure the effectiveness of the accommodations and modifications, and continued development on instructional strategies and methods of delivery.

Our LCAP reflects the trends identified above and continued investment in many of the goals and strategies, rather than major shifts. There are minor adjustments within action plans in order to more accurately reflect the successful levers we have used this year.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

There are several goals within our LCAP we are proud of; however, three represent what we consider to be outstanding when compared to similar schools and our on historic performance.

- 1) Our school grew to nearly 700 students this year and moved into a new facility. Despite this rapid growth and new environment, we continued to foster a truly restorative culture leading to zero suspensions and zero expulsions.
- 2) Through the growth, we have continued to provide high-quality bi-weekly coaching to 100% of our teachers and developed individualized professional development opportunities for our teachers through our professional learning communities. The strength of our coaching and PD program is best measured by our staff survey results in which 89% of staff agree that Coaching & PD help their teaching
- 3) Last year, we identified as an area of need the way in which parents and families engage with our school. Our previous LCAP goal was centered around family volunteering, but we heard feedback that this was not an accurate or equitable way to measure family engagement. This year, we shifted goals to be around parent survey results and completion, as well as parent attendance at

conferences. We are proud to report that 92% of our families would recommend Caliber to a friend, 100% have attended at least one conference, and 85% are satisfied with the opportunities to have input on school-based decisions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

On local indicators, the following areas were not met:

Teacher Retention (69% vs goal of 75%)

Absenteeism / attendance (94.8% vs goal of 95% ADA; 14.11% vs goal of 13.9% for absenteeism)

Academics (Orange)

SPED (56.2% of IEP goals met vs. goal of 80%)

Our teacher retention rate was 69%, which is below our goal of 75%. Unfortunately, high cost of living in the Bay Area is a major driving factor for our teacher retention. While we offer COLA annually and support teachers with housing programs like, Landed, a program that provides down payment assistance to educators who buy homes in the communities they serve, these interventions often aren't enough to combat the rising cost of living in the Bay Area.

Our goal of teacher retention and credentialing at times come into conflict with one another. Caliber Schools has made an effort to assist teachers in obtaining and renewing their credentials. Teachers have been allowed to use their \$1,000 professional development stipend for use in paying fees for tests (CBEST, CSET, RICA, etc), test prep services or other development that assists in obtaining or renewing credentials. The \$100 CTC application fee has been paid for all new credentials. Caliber central office staff has partnered with each teacher on a credentialing agreement, fully outlining what needs to be done to obtain a credential. Study sessions have been held at each campus so teachers can come together and study. Waivers and temporary credentials (PIP, STSP and 30 day sub permits) have been obtained for teachers in the process of finishing credentialing programs. Caliber has partnered with Touro and other credentialing programs to help teachers gain intern credentials. Both campuses are participating in the El Dorado County SELPA induction program so teachers with a preliminary credential can obtain a Clear credential - all fees are paid by Caliber. Unfortunately, despite these supports, the work required to obtain a clear credential is still sometimes too high. In addition, we have changed our hiring practices to preference candidates with a Clear credential over candidates in process of obtaining one. Finally, we are continuing to invest in teacher development and support (including PD on sustainability) to manage and encourage retention.

On attendance, our Operations Lead along with school leaders and attendance committee regularly reviewed student attendance, mostly chronically absent students. Communication efforts included daily parent emails to absent students through DeansList and follow up phone calls by office staff, teachers and SEL staff. Truancy letters were mailed home to parents after student met threshold of 3, 6 or 10+ unexcused absences or tardies. All parents were required to meet with Operations Lead to discuss truancy and create student success plan. CMA also created new incentives for students,

to encourage individual and grade level attendance improvement. These forms of communication and incentives will continue next year, as well as changes to the Independent Study policy,

Our SBAC scores were down this year compared to previous years, which leads us to anticipate being “Orange” in the CA State Dashboard. Despite this drop, we are still outperforming the District. In addition, we believe that part of this drop was due to students who were new to Caliber (which comprised of about a third of all students taking SBAC), the vast majority of whom entered at a “Did Not Meet Standard” level. Students who have been with us for multiple years tended to score higher on SBAC. We will continue our focus on academics in 19-20 through continued investment in coaching and revising our data trackers to focus more on standard-specific tracking.

Our SPED program underwent a rigorous program review in the 2018-19 school year and we are planning a number of changes for 19-20 to address some of the key areas of need. As an organization, we’ve done a substantial amount of work on how to accurately measure the effectiveness of the special education program. As it is a program for students to get their individual needs met, in order to access the general ed setting and curriculum successfully. The access is through individualized accommodations, modifications that help drive individualized goals, so they can successfully access the Common Core Curriculum and school setting. The measurement where this success is shown, is through the State indicators for Specialist Education, around the school performance on ELA and Math Achievement, Participation on state testing, and Suspension and Expulsion Rates. Therefore, Caliber has shifted its perspective of how to measure the effectiveness of the program, to show that students have full access and are receiving educational benefit, so they are achieving with the rest of their peers on the State Performance Indicators. Based off of this lens, Caliber has decided to make next year’s LCAP goal around how effective the implementation of students with IEP’s accommodations and modifications, within the general ed. and pull out setting, in order for those students to have the full opportunity for achievement.

The plan is, every other month, Ed. Specialist, Program Specialist, General Ed. Teacher and their Coach will meet regarding the individual students accommodations and modifications and go over how effective those supports have been. The discussion will include, what has gone well and any alternative strategies and delivery methods needed, to continue the student’s success within the school setting. Program Specialist will be doing continued professional development on; writing IEP goals that are directly braided with grade level Common Core State Standards, strategies and scaffolds to implement accommodations and modifications, data collection procedures (rubric) to measure the effectiveness of the accommodations and modifications, and continued development on instructional strategies and methods of delivery.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

In 2018-19, we do not anticipate having state indicators for which performance for a subgroup was two or more performance levels below the “all student” performance

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Caliber: ChangeMakers Academy

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

As is shown in the funding summaries at the end of this LCAP, the three largest components of the school's LCFF supplemental and concentration funding are the following:

SEL program expenses
Instructional coaching (from APs and ICs)
Computer Science Program Expenses

Caliber:ChangeMakers Academy has historically had a high unduplicated pupil percentage (in 2018-19 it was roughly 65%). Because of this high unduplicated pupil percentage, the school spends its Title I and supplemental and concentration grant funding on a school-wide basis. Specific spending categories are identified throughout the goals in this LCAP and are summarized in the spending tables at the end of the document.

Spending is principally directed to the LCAP goals that each item supports and is focused at an overall level on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of student and family supports. We believe that the actions described above and the nature of our personalized, adaptive learning model is the most effective way to meet the goals outlined in this LCAP for all our students including our unduplicated pupils.

The calculated minimum proportionality percentage (MPP) for Caliber: ChangeMakers Academy in the 2018-19 school year was 21.98% and the projected MPP for 2019-20 will be 20.43%. We believe that the services provided to unduplicated students were increased by at least this amount in the 2018-19 school year relative to what they would have been otherwise.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

We will continue to monitor the progress throughout the school year to ensure the plan is implemented.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher retention 18-19 75% Baseline 86%	Projection: 69%
Metric/Indicator Teacher certification & assignment 18-19 100% certified or in process of completing certification Baseline 82%	
Metric/Indicator Teacher evaluation of PD as useful for their teaching 18-19 Majority agree	89%

Expected	Actual
Baseline 95% agree	
Metric/Indicator Frequency of teacher observations & feedback 18-19 At least bi-weekly Baseline Bi-weekly (on average)	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Weekly Professional Development sessions	All staff Professional Development was held on minimum days, as well as 2 full-day PD sessions	Professional Development General Fund 50000	Professional Development General Fund 78026
		Professional Development Title II 26000	Professional Development Title II 24714
		Professional Development LCFF Supplemental/Concentration Funds 39000	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Bi-weekly observations and feedback	All teachers were observed by an instructional coach and provided feedback bi-weekly.	Instructional Coaching LCFF Supplemental/Concentration Funds 287500	Instructional Coaching LCFF Supplemental/Concentration Funds 295980

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services 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 (TeachWell). 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 feedback was shared with teachers in the debrief and tracked through an internally built form.

In addition, the school leadership team attended Communities of Practice (CP) with their counterparts in the network roughly every 6 weeks. There were different CPs for School Leaders, Assistant Principals, Instructional Coaches, SEL staff, and SPED staff. The Head of Teaching and Learning provided training for Assistant Principals and Instructional Coaches on topics including, but not limited to: Lesson Plan Cycles, Lesson Plan Feedback, Lesson Internalization, Specially Designed Academic Instruction in English (SDAIE), Culturally Responsive Teaching & The Brain, Leading Professional Learning Communities (PLCs), Differentiated Instruction, High Leverage Instructional Coaching, Data-Driven Instruction and Instructional Coaching, Video Instructional Coaching and Analysis, Reaching & Teaching Students in Poverty, Courageous Conversations About Race, Data-Driven Coaching Planning, Standards-Based Learning, Strategic Planning, Facilitating Difficult Conversations, Power Standards, and Curriculum Mapping. The Head of Teaching and Learning provided monthly newsletters to all Instructional Coaches with resources related to the following topics: Planning and Facilitating PLCs, Unpacking Standards, Learning Targets, Precise Learning Objectives, Educator-Centered Instructional Coaching, Differentiation, Effective Intervention, English Language Development (ELD), The Impact Cycle, Better Conversations, Guided Oral Practice, Strategic Pairing, Visual Learning Progressions, Teaching Tolerance, Smarter Balanced Assessment Consortium (SBAC) Facilitation, Interim Comprehensive Assessment (ICA) Data Protocols, Student Work Protocols, SBAC Construct Relevant Vocabulary, and Project-Based Learning.

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.

Finally, the Caliber Schools has made an effort to assist teachers in obtaining and renewing their credentials. Teachers have been allowed to use their \$400.00 professional development stipend for use in paying fees for tests (CBEST, CSET, RICA, etc), test prep services or other development that assists in obtaining or renewing credentials. The \$100 CTC application fee has been paid for all new credentials. Caliber central office staff has partnered with each teacher on a credentialing agreement, fully outlining what needs to be done to obtain a credential. Study sessions have been held at each campus so teachers can come together and study. Waivers and temporary credentials (PIP, STSP and 30 day sub permits) have been obtained for teachers in the process of finishing credentialing programs. Caliber has partnered with Touro and other credentialing programs to help teachers gain intern credentials. Both campuses are participating in the El Dorado County SELPA induction program so teachers with a preliminary credential can obtain a Clear credential - all fees are paid by Caliber.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The alignment between the goal and actions/services to provide biweekly observations and feedback for teachers provided the direction necessary to monitor progress throughout the year towards reaching the goal, which allowed for problem-solving and adjustments. Also, the weekly professional development sessions for teachers, and regular sessions for leaders, were a clear signal to teachers and staff that their personal development was highly valued by the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall expenditures on this Goal #1 were in line with the original budget though the allocation of expenditures on instructional coaching were slightly higher than expected and expenditures on traditional professional development were lower than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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. The only change we are making is a small tweak in the retention

target, from 75% to 70% in order to account for the realities of living in a modern economy where staff need to move for personal reasons.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Caliber will foster and maintain a welcoming, safe and joyful space for students to focus on learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities in good repair. 18-19 School facilities deemed in good repair Baseline Currently in good repair.	
Metric/Indicator ADA compliance of facilities. 18-19 Facility is ADA compliant Baseline Currently ADA compliant.	
Metric/Indicator Parent & student satisfaction with facilities. 18-19 Majority indicate satisfaction with facilities Baseline	99% satisfaction

Expected

Actual

No baseline for parent / student satisfaction rates yet.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement all school safety procedures	Implemented all school safety procedures	Included in core operating funds 0	Expenditures captured elsewhere in LCAP

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain safe and joyous facilities	Maintained safe and joyous facilities	Rent General Fund 176000	Rent SB740 592500
		Rent SB740 484000	Rent General Fund 127500
			Custodial Services & Supplies General Fund 125742
			Classroom Technology LCFF Supplemental/Concentration Funds 19010
			Classroom Technology General Fund 78959
			Facility Improvements General Fund 5267

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We are proud that after many months of construction, this year we were able to move into our permanent facility at 500 Oregon. Operations staff ensure that all school safety procedures were implemented and adapted to our new building. The brand new, state of the art building includes science labs, a full size cafeteria/multi purpose space, and a courtyard whose floor is painted with a mural selected by the community. In addition to the indoor classrooms, offices, breakout rooms, and staff lounges, there is an outdoor playground for TK/K as well as for older students, and a field that has a newly border that was designed by an after school instructor and planted by the staff of a corporate supporter as well as parents and students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The results of our family survey indicated success in our goals of maintaining a safe and joyous campus:

90% agree with the statement "My child feels safe at school"

85% agree with the statement "Overall, I think Caliber's campus is welcoming and safe"

93% agree with the statement "I feel comfortable reaching out to my child(ren)'s teacher(s) or other staff with questions or concerns"

We expect to be embarking on a major remodel of our 2nd floor in response to staff and other stakeholder feedback about ways that the facility could more effectively support our instructional model.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Many facility expenses were not specifically called out in the LCAP budget last year. This annual update includes a broader set of the facility and operations expenses that we incurred, and as a result shows a larger expenditure. The nature of the expenses (e.g., rent, custodial costs, etc.) are the same as was originally planned last spring.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have added an overall category around smoothly running school operations and modified the action around maintaining a safe and joyous facility to more accurately reflect the actions taken by both the school and central teams towards achieving our goal of fostering and maintaining and welcoming, safe and joyful space.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of students who meet or exceed SBAC standards after barely meeting or not meeting the prior year.</p> <p>18-19 At least 5% of students who barely met standard or did not meet standard will meet or exceed standards</p> <p>Baseline 22% in Math and 34% in Reading</p>	<p>17% for ELA and 9% for Math</p>
<p>Metric/Indicator Use of common core aligned curriculum.</p> <p>18-19 Common core aligned curriculum used</p> <p>Baseline Common core aligned curriculum used</p>	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire additional instructional staff	Hired instructional aides for supplemental staff in classrooms and had one more teacher than the norm for the District	Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 105825	Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 83080
		Teacher Aides Compensation & Benefits Title I 203000	Teacher Aides Compensation & Benefits Title I 170958
		Teacher Aides Compensation & Benefits LCFF Supplemental/Concentration Funds 93750	Teacher Aides Compensation & Benefits LCFF Supplemental/Concentration Funds 141876
			Teacher Aides Compensation & Benefits Title IV 10000
			Teacher Aides Compensation & Benefits General Fund 8032

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement common core aligned curriculum	Implemented Common Core curriculum	Software & Content Licenses General Fund 38500	Software & Content Licenses General Fund 48823
		Instructional Materials Lottery 29000	Instructional Materials Lottery 17079
		Instructional Materials General Fund 81000	Instructional Materials General Fund 59263
			Library Books Lottery 17121

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Curriculum selection was guided by alignment with the Common Core. Over the summer teacher leaders and administration worked on scope and sequences, pacing calendars, unit plans, and interim assessments to ensure alignment with Common Core and across subjects and grade levels. During initial professional development, before the start of school, teachers worked with pacing calendars, took the first interim assessment, and planned daily lesson plans tied to the unit and interim assessment. Teachers were also introduced to the digital learning platforms that were also Common Core-aligned that they could use as part of their rotation/blended learning model. Teachers used bi-weekly assessments to monitor student progress against their scope and sequence and make adjustments as needed.

A weekly professional development calendar was built before the start of the school year that was based on activities related to ensuring Common Core alignment in instruction, learning goals, and assessments. The professional development was also aligned with the school strategic plan. Throughout the year, teachers received professional development related to the Common Core, specifically better understanding the required instructional shifts and the academic rigor of the standards. One of the primary activities involved breaking down a grade-level appropriate problem set to determine how it aligned to the Common Core standards, the skills needed to solve it, and the required pre-requisite skills. Teachers would then plan the week using that information as a guide to the level of rigor and thinking required to be successful. Throughout the year the school administration would revisit the weekly professional development calendar to make adjustments based on data, observation/coaching notes, and feedback they received from teachers via PD surveys.

- Our model uses instructional aides in younger grades to
- Support small group literacy instruction
- Support academic and socio-emotional needs of individuals and small groups
- Support student growth through data analysis and instruction
- Partner alongside lead teacher to support student growth

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our investment in Common-core centered professional development was effective in successfully implementing a Common Core curriculum. This led to 17% of students who were not proficient to become proficient (measured by SBAC) in ELA, and 9% in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall expenditures on this Goal #3 were consistent with what was originally budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are continuing to implement Common Core curriculum and utilizing additional instructional staff. We have added an action around our after school program and its academic intervention block in order to more accurately reflect the actions we take to achieve our target outcomes.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Caliber families will partner with Caliber staff in order to support the student's academic, social, and emotional learning goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Distribution of PLPs 18-19 PLPs sent home 3x/year Baseline PLPs sent home 3x/year	3 sent
Metric/Indicator Parent survey completion rates 18-19 50% completion Baseline 27% completion	51% completion
Metric/Indicator Parent satisfaction rates 18-19 80% of parents indicate they are satisfied with the school Baseline	87% satisfaction

Expected	Actual
92% satisfaction	
Metric/Indicator Parent attendance at Parent Teacher Conferences 18-19 80% of families will attend parent teacher conferences at least 2 times a year Baseline N/A	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Distributing PLPs	PLPs distributed twice; on track for third in June	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promoting and encouraging attendance at parent teacher conferences	Promoted and encouraged attendance at parent teacher conferences	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly communication to stakeholders	Weekly communication to stakeholders	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

As in previous years, our School Leaders sent weekly newsletters to both parents and staff which included updates and announcements. The personalized learning plans (PLPs) were revised using parent and staff feedback from the previous year. Trainings were held throughout the year to support teachers with utilizing and completing the PLPs for each student. At the end of this year, the PLPs will have been sent home three times. We are very happy with the high levels of engagement and communication that happens during our PLP in-person conferences. Staff, students, and parents engage in conversations about strengths, areas for improvements, and personalized goals moving forward. We also invite families onto our campus to volunteer during community events and to support with ongoing operational needs across the campus.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In the family survey, 94% of parents were satisfied with how Caliber communicates with them. Over 90% of parents have attended at least one conference. In the same survey, 96% of parents indicated they read their child’s PLP every trimester.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and actual expenditures for this Goal #4.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We believe in the importance of parent partnerships, and engagement, as such, this goal will remain. We have added an action around maintaining our parent-facing events to more accurately reflect the actions we have been taking to achieve our goal of partnering with families.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL reclassification rate 18-19 10% of ELs will be reclassified Baseline No baseline yet	25%
Metric/Indicator Reclassified student follow-up 18-19 100% of reclassified students will receive quarterly review Baseline No baseline yet	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PD for teachers and school leaders in second language acquisition & effective EL pedagogy	PD for teachers and school leaders in the Caliber reclassification criteria and process and in second language acquisition & effective EL pedagogy	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
focused instruction in English Language Development	During Guided Reading there is specific focus on language acquisition and vocabulary including using Imagine Learning	ELL Materials Title III 12000	EL Materials Title III 11323
			EL Materials General Fund 2677

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
interim assessments of language development progress	Language development progress monitored via STEP and NWEA MAP	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
engage and involve parents in the reclassification process	Revamped policies and procedures to include multiple reclassification periods	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all of the stated actions / services around PD, focused instruction, instructional support, interim assessment,s and engaging parents. In addition, we have increased our stakeholder input process around serving English Language Learners. In our founding years, our ELAC voted to delegate responsibility to SSC; this year, our ELAC is a separate entity.

In addition, based on feedback from our FRPM review, we have also:
Implemented a new ELL tracking system that includes close monitoring of all RFEP students
Added a requirement for lesson plans to include ELD Standards in the lesson
Revamped our reclassification procedure to allow for multiple reclassification periods in the year

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have exceeded our goal of 10% reclassification as 25% of ELL students were reclassified in 18-19. This is far higher than the VCUSD reclassification rate of 5.5%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of our EL software tool was lower than expected. As a result, we were able, with SSC and ELAC support, to fund the purchase of curriculum that will be made available to staff this coming year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the success of our existing strategies, we are not making significant changes to the goal, expected outcomes, metrics, or actions.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Caliber will develop a positive student and school culture by promoting student identity, student voice, and empowerment in order to make a difference in their community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rate 18-19 95% Baseline 94.8%	94.8%
Metric/Indicator Suspension rate 18-19 <2.5% Baseline 0.3%	0%
Metric/Indicator Expulsion rate 18-19 <1%	0%

Expected	Actual
Baseline 0%	
Metric/Indicator Middle school drop-out rate 18-19 <1% Baseline 0%	0%
Metric/Indicator Chronic absenteeism rate 18-19 1% improvement Baseline 13.6%	14.11%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Multi-tiered student support system	Implemented multi-tiered student support system	SEL Staff LCFF Supplemental/Concentration Funds 360225	SEL Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 324151

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engage chronically absent parents as stakeholders to create specific plans to address chronic absences	Share policy with families during Back to School Night and Orientations	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Attendance incentive system for stakeholders	Implemented Attendance Committee, Class Incentives, & Individual incentives	Included in general operating funds 0	Expenditures captured elsewhere in LCAP

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We hired a robust SEL staff who continued to implement our SEL curriculum and restorative practices. In addition, we implemented an attendance committee to engage chronically absent parents and organize attendance incentives.

On attendance, our Operations Lead along with school leaders and attendance committee regularly reviewed student attendance, mostly chronically absent students. Communication efforts included daily parent emails to absent students through DeansList and follow up phone calls by office staff, teachers and SEL staff. Truancy letters were mailed home to parents after student met threshold of 3, 6 or 10+ unexcused absences or tardies. All parents were required to meet with Operations Leads to discuss truancy and create a plan. CMA also created new incentives for students, to encourage individual and grade level attendance improvement. These forms of communication and incentives will continue next year, as well as changes to the Independent Study policy,

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our annual ADA remained the same as last year at 94.8%. Unfortunately, our absenteeism rate has increased from 13.6% to 14.1%.

Because of our robust SEL program, our middle school dropout rate, suspension, and expulsion rates remain at 0% -- significantly lower than the VCUSD suspension rate of 8.7% and expulsion rate of 0.17%.

Finally, we also use Panorama's School Climate and Culture survey. In the Spring of 2019, students rated us positively across almost all categories:

Rigorous Expectations (question such as "When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying? ")

Cultural and linguistic competence (questions such as "People of different cultural backgrounds, races, or ethnicities get along well at this school")

School Safety (questions such as "How likely is it that someone from your school will bully you online?")

Teacher-student relationships (questions such as "If you walked into class upset, how many of your teachers would be concerned?")

Learning Strategies (questions such as “How confident are you that you can choose an effective strategy to get your schoolwork done well?”)

Sense of belonging (questions such as “how well do people at your school understand you as a person?”)

The only category in which our student average was not positive was on Engagement, which had questions such as “When you are not in school, how often do you talk about ideas from your classes?” In this category, our student average was a 2.9 (where 3 is neutral and above 3 is positive). Although we were slightly below neutral, we were on par with the New Schools Invent cohort -- suggesting that engagement is a challenging area to score positively on across many schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While specific staffing assignments resulted in minor changes in the actual expenditures, there were no material changes in the activities that were funded in support of this Goal #6.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We believe that the focus on SEL and attendance incentives are the best approach to achieving our goal, but that cultural change takes time - particularly in a District where the chronic absenteeism rate is 29.2%. We intend to double down on existing actions and strategies, and revisit if they still continue to have low impact on attendance in a year.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Caliber will develop critical thinking skills across multiple subjects to prepare students for life beyond school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Minutes of coding, science, and social studies in the master schedule 18-19 180 minutes per week of coding, science, & social studies Baseline ~70 minutes per day of coding, science, & social studies	
Metric/Indicator % of students completing a coding project designed around critical thinking skills. 18-19 Maintain at >95% Baseline N/A	
Metric/Indicator % of students completing three or more writing performance tasks. 18-19 Maintain at >95%	

Expected

Actual

Baseline
N/A**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support robust coding program	Supported robust coding program	Coding Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 222875	Coding Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 190075
		Coding Software & Materials General Fund 5000	Coding Software & Materials General Fund 559

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support Music Program	Supported music program	Art/Music Program Expenses General Fund 33300	Art/Music Program Expenses General Fund 25377

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support PE program	Supported PE program	PE Program Expenses General Fund 163241	PE Program Expenses General Fund 164185

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Before the school year, the school leadership team, in collaboration with teacher leaders, created a master schedule that included regular blocks of time for computer science, social studies, science, and physical education for all students. A staff of 3 computer science teachers was hired to ensure that students would have regular access to computer science. All of our students receive physical education and music throughout the school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met all parts of this goal. All students had regular and ongoing access to high-quality computer science, social studies, and science instruction. Teachers received coaching and support to ensure they were able to teach these content areas well, and an additional staff member was paid a stipend to help coach and write curriculum for our computer science teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While specific staffing assignments resulted in minor changes in the actual expenditures, there were no material changes in the activities that were funded in support of this Goal #7. The coding program in particular also benefited from not needing to purchase as many instructional materials as was originally anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will retain our goal to develop critical thinking skills across multiple subjects to prepare students for life beyond school. Computer science, social studies, and science will be subject areas that we will target to develop critical thinking skills.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

Caliber SPED students will grow in the Caliber community and their families will feel supported in their individualized education plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of IEP goal completion 18-19 80% of IEP goals will be met or nearly met. Baseline N/A	56.2% met or nearly met
Metric/Indicator SPED parent satisfaction rates 18-19 80% of parents who have students being served with an IEP report being satisfied with Caliber Baseline N/A	100% satisfied (94% response rate)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support all services designated in IEP meetings	Supported all services designated in IEP meetings	SPED Staff SPED 416000	SPED Staff SPED 383469
		SPED Supplies & Service Providers General Fund 297000	SPED Supplies & Service Providers General Fund 299009
		SPED Staff General Fund 244000	SPED Staff General Fund 86634
		SPED Supplies & Service Providers SPED 15000	SPED Supplies & Service Providers SPED 26221
			SPED Staff LCFF Supplemental/Concentration Funds 102000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The team has focused their professional development on writing content standard based IEP goals. Ed. Specialist and Paraeducators have collaborated in the instruction and progress monitoring of these goals for students to focus instruction based on their needs as well as implement their accommodations and modification necessary to access the general education curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This goal was not met due to a couple of reasons. 1.) The goal did not include the General education teachers role and the impact this role has on student progress. 2.) Students with special needs have individualized needs that can evolve, and can not be accounted for if we just look at progress against an isolated IEP goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While specific staffing assignments resulted in minor changes in the actual expenditures, there were no material changes in the activities that were funded in support of this Goal #8.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In looking at how we measure success of students, we want to measure them using the State Standards. Therefore, we have made changes to the Special Education LCAP goal to reflect proficiency around implementation of the accommodation and modifications within the general education and pull out setting to ensure complete access to their grade level core curriculum.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The major opportunities for LEA members to consult with various stakeholders about the LCAP review and analysis process are below:

Mid-year parent survey (51% response rate)

Mid-year Staff survey (98% response rate)

5 total SSC committee meetings throughout the school year

Monthly Parent Council Meetings

LCAP town halls

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

Pertinent SSC meetings that discussed the LCAP include the following:

September 12: Overview of LCAP and SPSA

October 17: Reviewed Title I, II, and III expenditures relative to LCAP goals

December 5: Reviewed progress against LCAP goals

March 13: Reviewed progress against LCAP goals and defined metrics for success on federal program expenditures

May 14: Discussed changes to make for metrics or actions for 19-20

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Our consultation sessions (SSC, ELAC, Town Halls, surveys) were generally affirming of the strategies we chose to focus on this year. As mentioned above:

- 91% of families indicate that they would recommend ChangeMakers Academy to other families

*In our mid year staff survey, 98% of staff indicated that they could see themselves staying at Caliber for 2+ years.

SSC, Town Halls, and ELAC did not provide any specific directions around changes for 19-20.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher retention	86%	83%	75%	TBD based on 2018-19 results
Teacher certification & assignment	82%	100% certified or in process of completing certification	100% certified or in process of completing certification	TBD based on 2018-19 results
Teacher evaluation of PD as useful for their teaching	95% agree	TBD based on end of year staff survey	Majority agree	TBD based on 2018-19 results
Frequency of teacher observations & feedback	Bi-weekly (on average)	At least bi-weekly	At least bi-weekly	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

-Weekly Professional Development sessions

2018-19 Actions/Services

-Weekly Professional Development sessions

2019-20 Actions/Services

Provide in-house and external PD opportunities for staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25000	50000	24714
Source	General Fund	General Fund	Title II
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	15000	26000	74286
Source	Title II	Title II	General Fund
Budget Reference	Professional Development	Professional Development	Professional Development
Amount		39000	
Source		LCFF Supplemental/Concentration Funds	
Budget Reference		Professional Development	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

-Bi-weekly observations and feedback

2018-19 Actions/Services

-Bi-weekly observations and feedback

2019-20 Actions/Services

Maintain biweekly observations and instructional coaching feedback

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	90000	287500	292944
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds
Budget Reference	Instructional Coaching	Instructional Coaching	Instructional Coaching

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Recruit and retain staff with appropriate credentials for all roles

Budgeted Expenditures

Amount			139332
Source			EPA
Budget Reference			Teacher Compensation & Benefits
Amount			1574883
Source			General Fund
Budget Reference			Teacher Compensation & Benefits
Amount			239250
Source			General Fund
Budget Reference			School Leader Compensation & Benefits
Amount			15000
Source			General Fund
Budget Reference			Recruiting Expenses

Action 4

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Staff feedback surveys every 6 weeks

Budgeted Expenditures

Budget
Reference

Expenditures captured elsewhere in
LCAP

Action 5

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Support Residency program to develop
new teacher pipeline

Budgeted Expenditures

Amount

20000

Source

General Fund

Budget
Reference

Residency Program Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Caliber will foster and maintain a welcoming, safe and joyful space for students to focus on learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Caliber students need an ADA compliant facility and a safe overall learning environment in which to thrive.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities in good repair.	Currently in good repair.	School facilities deemed in good repair	School facilities deemed in good repair	TBD based on 2018-19 results
ADA compliance of facilities.	Currently ADA compliant.	Facility is ADA compliant	Facility is ADA compliant	TBD based on 2018-19 results
Parent & student satisfaction with facilities.	No baseline for parent / student satisfaction rates yet.	TBD based on end of year parent survey	Majority indicate satisfaction with facilities	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

-implement all school safety procedures

2018-19 Actions/Services

-implement all school safety procedures

2019-20 Actions/Services

Implement all school safety procedures

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in core operating funds	Included in core operating funds	Expenditures captured elsewhere in LCAP

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Secure safe and joyous facilities

2018-19 Actions/Services

Maintain safe and joyous facilities

2019-20 Actions/Services

Maintain safe and joyous facilities, including investment in improved facilities and technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	222000	176000	675000
Source	General Fund	General Fund	SB740
Budget Reference	Rent	Rent	Rent

Amount	195500	484000	225000
Source	SB740	SB740	General Fund
Budget Reference	Rent	Rent	Rent
Amount	200000		287000
Source	General Fund		General Fund
Budget Reference	Custodial Services & Supplies		Custodial Services & Supplies
Amount			30000
Source			General Fund
Budget Reference			Classroom Technology
Amount			44000
Source			General Fund
Budget Reference			Other Operational Expenses

Action 3

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Smoothly running school operations

Budgeted Expenditures

Amount			470336
Source			General Fund
Budget Reference			Operations Staff Compensation & Benefits
Amount			265215
Source			Meals
Budget Reference			Other Operational Expenses
Amount			1986768
Source			General Fund
Budget Reference			Other Operational Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students who meet or exceed SBAC standards after barely meeting or not meeting the prior year.	22% in Math and 34% in Reading	TBD based on SBAC results	At least 5% of students who barely met standard or did not meet standard will meet or exceed standards	TBD based on 2018-19 results
Use of common core aligned curriculum.	Common core aligned curriculum used	Common core aligned curriculum used	Common core aligned curriculum used	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Hire additional instructional staff

2018-19 Actions/Services

Hire additional instructional staff

2019-20 Actions/Services

Maintain additional instructional staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1530500		84000
Source	General Fund		LCFF Supplemental/Concentration Funds
Budget Reference	Teacher Compensation & Benefits		Teacher Compensation & Benefits
Amount	65000	105825	170958
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	Title I
Budget Reference	Teacher Compensation & Benefits	Teacher Compensation & Benefits	Teacher Aides Compensation & Benefits
Amount	120000	203000	48576
Source	Title I	Title I	LCFF Supplemental/Concentration Funds
Budget Reference	Teacher Aides Compensation & Benefits	Teacher Aides Compensation & Benefits	Teacher Aides Compensation & Benefits
Amount	35000	93750	4742
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	Low Performing Student Block Grant
Budget Reference	Teacher Aides Compensation & Benefits	Teacher Aides Compensation & Benefits	Teacher Aides Compensation & Benefits
Amount			74666
Source			General Fund
Budget Reference			Teacher Aides Compensation & Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement common core aligned curriculum

2018-19 Actions/Services

Implement common core aligned curriculum

2019-20 Actions/Services

Implement common core aligned curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	69300	38500	52920
Source	General Fund	General Fund	General Fund
Budget Reference	Software & Content Licenses	Software & Content Licenses	Software & Content Licenses

Amount	20000	29000	18900
Source	Lottery	Lottery	General Fund
Budget Reference	Instructional Materials	Instructional Materials	Library Books
Amount	34000	81000	36863
Source	General Fund	General Fund	Lottery
Budget Reference	Instructional Materials	Instructional Materials	Instructional Materials
Amount			50077
Source			General Fund
Budget Reference			Instructional Materials

Action 3

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Continue to support an on-campus after school program that includes an academic intervention component

Budgeted Expenditures

Amount			122850
Source			ASES
Budget Reference			After School Program Expenses

Amount			13500
Source			General Fund
Budget Reference			After School Program Expenses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Caliber families will partner with Caliber staff in order to support the student's academic, social, and emotional learning goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Caliber students need family support and involvement in order to meet their academic goals and achieve their full potential.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Distribution of PLPs	PLPs sent home 3x/year	PLPs sent home 3x/year	PLPs sent home 3x/year	TBD based on 2018-19 results
Parent survey completion rates	27% completion	TBD based on end of year survey	50% completion	TBD based on 2018-19 results
Parent satisfaction rates	92% satisfaction	TBD based on end of year survey	80% of parents indicate they are satisfied with the school	TBD based on 2018-19 results
Parent attendance at Parent Teacher Conferences	N/A	N/A	80% of families will attend parent teacher conferences at least 2 times a year	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Distributing PLPs

2018-19 Actions/Services

Distributing PLPs

2019-20 Actions/Services

Distributing PLPs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in general operating funds	Included in general operating funds	Expenditures captured elsewhere in LCAP

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Promoting and tracking of parent volunteer hours

2018-19 Actions/Services

Promoting and encouraging attendance at parent teacher conferences

2019-20 Actions/Services

Promoting and encouraging attendance at parent teacher conferences

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	0	
Source	General Fund		
Budget Reference	Community Outreach & Events	Included in general operating funds	Expenditures captured elsewhere in LCAP
Amount	2000		
Source	General Fund		
Budget Reference	Volunteer Screening		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Weekly communication to stakeholders

2018-19 Actions/Services

Weekly communication to stakeholders

2019-20 Actions/Services

Weekly communication to stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	0	
Source	General Fund		
Budget Reference	Translations	Included in general operating funds	Expenditures captured elsewhere in LCAP

Action 4

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		Maintain a variety of parent facing events to increase parents' sense of community
--	--	--

Budgeted Expenditures

Amount			14000
Source			General Fund
Budget Reference			Community Outreach & Events

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL reclassification rate	No baseline yet	10% of ELs will be reclassified	10% of ELs will be reclassified	TBD based on 2018-19 results
Reclassified student follow-up	No baseline yet	100% of reclassified students will receive quarterly review	100% of reclassified students will receive quarterly review	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PD in the Caliber reclassification criteria and process

2018-19 Actions/Services

2019-20 Actions/Services

PD in the Caliber reclassification criteria and process

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	Included in general operating funds		Expenditures captured elsewhere in LCAP

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in general operating funds	Included in general operating funds	Expenditures captured elsewhere in LCAP

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

focused instruction in English Language Development

2018-19 Actions/Services

focused instruction in English Language Development

2019-20 Actions/Services

Maintain focused instruction in ELD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	12000	11323
Source		Title III	Title III
Budget Reference	Included in general operating funds	ELL Materials	EL Materials

Amount			677
Source			General Fund
Budget Reference			EL Materials

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

instructional support for EL students in content areas

2018-19 Actions/Services

2019-20 Actions/Services

Instructional support for EL students in content areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7500		
Source	Title III		
Budget Reference	ELL Materials		Expenditures captured elsewhere in LCAP

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

interim assessments of language development progress

2018-19 Actions/Services

interim assessments of language development progress

2019-20 Actions/Services

Language development progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in general operating funds	Included in general operating funds	Expenditures captured elsewhere in LCAP

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

engage and involve parents in the reclassification process

2018-19 Actions/Services

engage and involve parents in the reclassification process

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in general operating funds	Included in general operating funds	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

Caliber will develop a positive student and school culture by promoting student identity, student voice, and empowerment in order to make a difference in their community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Caliber students need to take ownership for their learning in order to become lifelong learners and make a difference in their community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	94.8%	94.8%	95%	TBD based on 2018-19 results
Suspension rate	0.3%	0%	<2.5%	TBD based on 2018-19 results
Expulsion rate	0%	0%	<1%	TBD based on 2018-19 results
Middle school drop-out rate	0%	0%	<1%	TBD based on 2018-19 results
Chronic absenteeism rate	13.6%	14.9%	1% improvement	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement Multi-tiered student support system

2018-19 Actions/Services

Implement Multi-tiered student support system

2019-20 Actions/Services

Implementation of designated SEL instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	105000	360225	435960
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds
Budget Reference	SEL Staff	SEL Staff	SEL Staff Compensation & Benefits
Amount	64500		
Source	General Fund		
Budget Reference	Counsellor		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Revision of attendance guidance for staff

2018-19 Actions/Services

Engage chronically absent parents as stakeholders to create specific plans to address chronic absences

2019-20 Actions/Services

Engage chronically absent parents as stakeholders to create specific plans to address chronic absences

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in general operating funds	Included in general operating funds	Expenditures captured elsewhere in LCAP

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
-Attendance incentive system for stakeholders	-Attendance incentive system for stakeholders	Attendance incentive system for stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Included in general operating funds	Included in general operating funds	Expenditures captured elsewhere in LCAP

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

Caliber will develop critical thinking skills across multiple subjects to prepare students for life beyond school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Caliber students need a well-rounded education (beyond the core academic subjects) that give them skills to prepare them for life beyond school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Minutes of coding, science, and social studies in the master schedule	~70 minutes per day of coding, science, & social studies	Students had 290 minutes of computer science, social studies, and science each week in grades K - 4 and 360 minutes of computer science, social studies, and science each week in grades 6 - 7 (Because the school is not fully built out, we do not have grades 5 or 8)	180 minutes per week of coding, science, & social studies	TBD based on 2018-19 results

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students completing a coding project designed around critical thinking skills.	N/A	100%	Maintain at >95%	TBD based on 2018-19 results
% of students completing three or more writing performance tasks.	N/A	100%	Maintain at >95%	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support robust coding program	Support robust coding program	Support robust coding program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	110000	222875	210252
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds
Budget Reference	Coding Staff Compensation & Benefits	Coding Staff Compensation & Benefits	Computer Science Program Expenses
Amount	10000	5000	20790
Source	General Fund	General Fund	General Fund
Budget Reference	Coding Software & Materials	Coding Software & Materials	Computer Science Program Expenses
Amount	5000		
Source	LCFF Supplemental/Concentration Funds		
Budget Reference	Coding Software & Materials		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Support Art/Music Program

2018-19 Actions/Services

Support Music Program

2019-20 Actions/Services

Support Music Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32500	33300	25001
Source	General Fund	General Fund	General Fund
Budget Reference	Art/Music Program Expenses	Art/Music Program Expenses	Art/Music Program Expenses

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Support PE program

2018-19 Actions/Services

Support PE program

2019-20 Actions/Services

Support PE program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	117000	163241	175640
Source	General Fund	General Fund	General Fund
Budget Reference	PE Program Expenses	PE Program Expenses	PE Program Expenses

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Implement student "passports"

2018-19 Actions/Services

2019-20 Actions/Services

Provide students with opportunities for enrichment within and outside the school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		34263
Source			General Fund
Budget Reference	Included in general operating funds		Other Academic Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

Caliber SPED students will grow in the Caliber community and their families will feel supported in their individualized education plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Caliber SPED students need the support that allows them to meet their IEP goals and thrive both academically and personally.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of IEP goal completion	N/A	N/A	80% of IEP goals will be met or nearly met.	TBD based on 2018-19 results
SPED parent satisfaction rates	N/A	N/A	80% of parents who have students being served with an IEP report being satisfied with Caliber	TBD based on 2018-19 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: Special Education Students
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
Unchanged Action

2017-18 Actions/Services

Support all services designated in IEP meetings

2018-19 Actions/Services

Support all services designated in IEP meetings

2019-20 Actions/Services

Direct individualized instruction on IEP goals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	268500	416000	440988
Source	SPED	SPED	SPED
Budget Reference	SPED Staff	SPED Staff	SPED Staff

Amount	141000	297000	102000
Source	General Fund	General Fund	LCFF Supplemental/Concentration Funds
Budget Reference	SPED Supplies & Service Providers	SPED Supplies & Service Providers	SPED Staff
Amount	20000	244000	180446
Source	General Fund	General Fund	General Fund
Budget Reference	SPED Staff	SPED Staff	SPED Staff
Amount		15000	
Source		SPED	
Budget Reference		SPED Supplies & Service Providers	

Action 2

Students with Disabilities	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		New Action
		IEP goals related to the common core state standards

Budgeted Expenditures

Budget Reference			Expenditures captured elsewhere in LCAP
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Action 3

Students with Disabilities

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Modified Action

Support all other services designated in IEP meetings

Budgeted Expenditures

Amount

47538

Source

SPED

Budget
Reference

SPED Supplies & Service Providers

Amount

339503

Source

General Fund

Budget
Reference

SPED Supplies & Service Providers

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,109,210

Percentage to Increase or Improve Services

21.74%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As is detailed in the expenditure sections in this LCAP, the services that are funded by LCFF supplemental and concentration funding represent a significant addition to that which the school would be able to provide without this funding. The additional teaching staff, programming, and other student support will result in a substantial increase and improvement in the services available to our students, including our high proportion of unduplicated students. It is our belief that the increase is larger than the minimum proportionality percentage reported above.

In the 2018-19 school year, the school conservatively forecasts an unduplicated pupil percentage of 72% (similar to the actual unduplicated count from 2017-18). Because of this high unduplicated pupil percentage, the school spends all of its supplemental and concentration grant funding on a school-wide basis, and all of this funding is by definition principally directed to unduplicated pupils. Spending is focused on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of family supports. It is the school leaders' belief that the actions described above and the nature of our personalized, adaptive learning model is the most effective way to support the needs of all our students, particularly our unduplicated pupils.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$790,964

22.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As is detailed in the expenditure sections in this LCAP, the services that are funded by LCFF supplemental and concentration funding represent a significant addition to that which the school would be able to provide without this funding. The additional teaching staff, programming, and other student support resulted in a substantial increase and improvement in the services available to our students, including our high proportion of unduplicated students. It is our belief that the increase is larger than the minimum proportionality percentage reported above.

In the 2017-18 school year, the school had an unduplicated pupil percentage of 72%. Because of this high unduplicated pupil percentage, the school spends all of its supplemental and concentration grant funding on a school-wide basis, and all of this funding is by definition principally directed to unduplicated pupils. Spending is focused on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of family supports. It is the school leaders' belief that the actions described above and the nature of our personalized, adaptive learning model is the most effective way to support the needs of all our students, particularly our unduplicated pupils.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,382,216.00	3,519,610.00	3,511,300.00	3,382,216.00	9,080,161.00	15,973,677.00
	0.00	0.00	0.00	0.00	0.00	0.00
ASES	0.00	0.00	0.00	0.00	122,850.00	122,850.00
EPA	0.00	0.00	0.00	0.00	139,332.00	139,332.00
General Fund	1,088,041.00	1,110,053.00	2,474,800.00	1,088,041.00	5,966,906.00	9,529,747.00
LCFF Supplemental/Concentration Funds	1,109,175.00	1,156,172.00	410,000.00	1,109,175.00	1,173,732.00	2,692,907.00
Lottery	29,000.00	34,200.00	20,000.00	29,000.00	36,863.00	85,863.00
Low Performing Student Block Grant	0.00	0.00	0.00	0.00	4,742.00	4,742.00
Meals	0.00	0.00	0.00	0.00	265,215.00	265,215.00
SB740	484,000.00	592,500.00	195,500.00	484,000.00	675,000.00	1,354,500.00
SPED	431,000.00	409,690.00	268,500.00	431,000.00	488,526.00	1,188,026.00
Title I	203,000.00	170,958.00	120,000.00	203,000.00	170,958.00	493,958.00
Title II	26,000.00	24,714.00	15,000.00	26,000.00	24,714.00	65,714.00
Title III	12,000.00	11,323.00	7,500.00	12,000.00	11,323.00	30,823.00
Title IV	0.00	10,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,382,216.00	3,519,610.00	3,511,300.00	3,382,216.00	9,080,161.00	15,973,677.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Program Expenses	0.00	0.00	0.00	0.00	136,350.00	136,350.00
Art/Music Program Expenses	33,300.00	25,377.00	32,500.00	33,300.00	25,001.00	90,801.00
Classroom Technology	0.00	97,969.00	0.00	0.00	30,000.00	30,000.00
Coding Software & Materials	5,000.00	559.00	15,000.00	5,000.00	0.00	20,000.00
Coding Staff Compensation & Benefits	222,875.00	190,075.00	110,000.00	222,875.00	0.00	332,875.00
Community Outreach & Events	0.00	0.00	5,000.00	0.00	14,000.00	19,000.00
Computer Science Program Expenses	0.00	0.00	0.00	0.00	231,042.00	231,042.00
Counsellor	0.00	0.00	64,500.00	0.00	0.00	64,500.00
Custodial Services & Supplies	0.00	125,742.00	200,000.00	0.00	287,000.00	487,000.00
EL Materials	0.00	14,000.00	0.00	0.00	12,000.00	12,000.00
ELL Materials	12,000.00	0.00	7,500.00	12,000.00	0.00	19,500.00
Facility Improvements	0.00	5,267.00	0.00	0.00	0.00	0.00
Instructional Coaching	287,500.00	295,980.00	90,000.00	287,500.00	292,944.00	670,444.00
Instructional Materials	110,000.00	76,342.00	54,000.00	110,000.00	86,940.00	250,940.00
Library Books	0.00	17,121.00	0.00	0.00	18,900.00	18,900.00
Operations Staff Compensation & Benefits	0.00	0.00	0.00	0.00	470,336.00	470,336.00
Other Academic Services	0.00	0.00	0.00	0.00	34,263.00	34,263.00
Other Operational Expenses	0.00	0.00	0.00	0.00	2,295,983.00	2,295,983.00
PE Program Expenses	163,241.00	164,185.00	117,000.00	163,241.00	175,640.00	455,881.00
Professional Development	115,000.00	102,740.00	40,000.00	115,000.00	99,000.00	254,000.00
Recruiting Expenses	0.00	0.00	0.00	0.00	15,000.00	15,000.00
Rent	660,000.00	720,000.00	417,500.00	660,000.00	900,000.00	1,977,500.00
Residency Program Expenses	0.00	0.00	0.00	0.00	20,000.00	20,000.00
School Leader Compensation & Benefits	0.00	0.00	0.00	0.00	239,250.00	239,250.00
SEL Staff	360,225.00	0.00	105,000.00	360,225.00	0.00	465,225.00
SEL Staff Compensation & Benefits	0.00	324,151.00	0.00	0.00	435,960.00	435,960.00
Software & Content Licenses	38,500.00	48,823.00	69,300.00	38,500.00	52,920.00	160,720.00
SPED Staff	660,000.00	572,103.00	288,500.00	660,000.00	723,434.00	1,671,934.00
SPED Supplies & Service Providers	312,000.00	325,230.00	141,000.00	312,000.00	387,041.00	840,041.00

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Teacher Aides Compensation & Benefits	296,750.00	330,866.00	155,000.00	296,750.00	298,942.00	750,692.00
Teacher Compensation & Benefits	105,825.00	83,080.00	1,595,500.00	105,825.00	1,798,215.00	3,499,540.00
Translations	0.00	0.00	2,000.00	0.00	0.00	2,000.00
Volunteer Screening	0.00	0.00	2,000.00	0.00	0.00	2,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,382,216.00	3,519,610.00	3,511,300.00	3,382,216.00	9,080,161.00	15,973,677.00
		0.00	0.00	0.00	0.00	0.00	0.00
After School Program Expenses	ASES	0.00	0.00	0.00	0.00	122,850.00	122,850.00
After School Program Expenses	General Fund	0.00	0.00	0.00	0.00	13,500.00	13,500.00
Art/Music Program Expenses	General Fund	33,300.00	25,377.00	32,500.00	33,300.00	25,001.00	90,801.00
Art/Music Program Expenses	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	0.00	0.00	0.00
Classroom Technology	General Fund	0.00	78,959.00	0.00	0.00	30,000.00	30,000.00
Classroom Technology	LCFF Supplemental/Concentration Funds	0.00	19,010.00	0.00	0.00	0.00	0.00
Coding Software & Materials	General Fund	5,000.00	559.00	10,000.00	5,000.00	0.00	15,000.00
Coding Software & Materials	LCFF Supplemental/Concentration Funds	0.00	0.00	5,000.00	0.00	0.00	5,000.00
Coding Staff Compensation & Benefits	LCFF Supplemental/Concentration Funds	222,875.00	190,075.00	110,000.00	222,875.00	0.00	332,875.00
Community Outreach & Events	General Fund	0.00	0.00	5,000.00	0.00	14,000.00	19,000.00
Community Outreach & Events	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	0.00	0.00	0.00
Computer Science Program Expenses	General Fund	0.00	0.00	0.00	0.00	20,790.00	20,790.00
Computer Science Program Expenses	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	0.00	210,252.00	210,252.00
Counsellor	General Fund	0.00	0.00	64,500.00	0.00	0.00	64,500.00
Counsellor	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	0.00	0.00	0.00
Custodial Services & Supplies	General Fund	0.00	125,742.00	200,000.00	0.00	287,000.00	487,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
EL Materials	General Fund	0.00	2,677.00	0.00	0.00	677.00	677.00
EL Materials	Title III	0.00	11,323.00	0.00	0.00	11,323.00	11,323.00
ELL Materials	Title III	12,000.00	0.00	7,500.00	12,000.00	0.00	19,500.00
Facility Improvements	General Fund	0.00	5,267.00	0.00	0.00	0.00	0.00
Instructional Coaching	LCFF Supplemental/Concentration Funds	287,500.00	295,980.00	90,000.00	287,500.00	292,944.00	670,444.00
Instructional Materials	General Fund	81,000.00	59,263.00	34,000.00	81,000.00	50,077.00	165,077.00
Instructional Materials	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	0.00	0.00	0.00
Instructional Materials	Lottery	29,000.00	17,079.00	20,000.00	29,000.00	36,863.00	85,863.00
Library Books	General Fund	0.00	0.00	0.00	0.00	18,900.00	18,900.00
Library Books	Lottery	0.00	17,121.00	0.00	0.00	0.00	0.00
Operations Staff Compensation & Benefits	General Fund	0.00	0.00	0.00	0.00	470,336.00	470,336.00
Other Academic Services	General Fund	0.00	0.00	0.00	0.00	34,263.00	34,263.00
Other Operational Expenses	General Fund	0.00	0.00	0.00	0.00	2,030,768.00	2,030,768.00
Other Operational Expenses	Meals	0.00	0.00	0.00	0.00	265,215.00	265,215.00
PE Program Expenses	General Fund	163,241.00	164,185.00	117,000.00	163,241.00	175,640.00	455,881.00
PE Program Expenses	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development	General Fund	50,000.00	78,026.00	25,000.00	50,000.00	74,286.00	149,286.00
Professional Development	LCFF Supplemental/Concentration Funds	39,000.00	0.00	0.00	39,000.00	0.00	39,000.00
Professional Development	Title II	26,000.00	24,714.00	15,000.00	26,000.00	24,714.00	65,714.00
Recruiting Expenses	General Fund	0.00	0.00	0.00	0.00	15,000.00	15,000.00
Rent	General Fund	176,000.00	127,500.00	222,000.00	176,000.00	225,000.00	623,000.00
Rent	SB740	484,000.00	592,500.00	195,500.00	484,000.00	675,000.00	1,354,500.00
Residency Program Expenses	General Fund	0.00	0.00	0.00	0.00	20,000.00	20,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
School Leader Compensation & Benefits	General Fund	0.00	0.00	0.00	0.00	239,250.00	239,250.00
SEL Staff	LCFF Supplemental/Concentration Funds	360,225.00	0.00	105,000.00	360,225.00	0.00	465,225.00
SEL Staff Compensation & Benefits	LCFF Supplemental/Concentration Funds	0.00	324,151.00	0.00	0.00	435,960.00	435,960.00
Software & Content Licenses	General Fund	38,500.00	48,823.00	69,300.00	38,500.00	52,920.00	160,720.00
SPED Staff	General Fund	244,000.00	86,634.00	20,000.00	244,000.00	180,446.00	444,446.00
SPED Staff	LCFF Supplemental/Concentration Funds	0.00	102,000.00	0.00	0.00	102,000.00	102,000.00
SPED Staff	SPED	416,000.00	383,469.00	268,500.00	416,000.00	440,988.00	1,125,488.00
SPED Supplies & Service Providers	General Fund	297,000.00	299,009.00	141,000.00	297,000.00	339,503.00	777,503.00
SPED Supplies & Service Providers	SPED	15,000.00	26,221.00	0.00	15,000.00	47,538.00	62,538.00
Teacher Aides Compensation & Benefits	General Fund	0.00	8,032.00	0.00	0.00	74,666.00	74,666.00

* Totals based on expenditure amounts in goal and annual update sections.

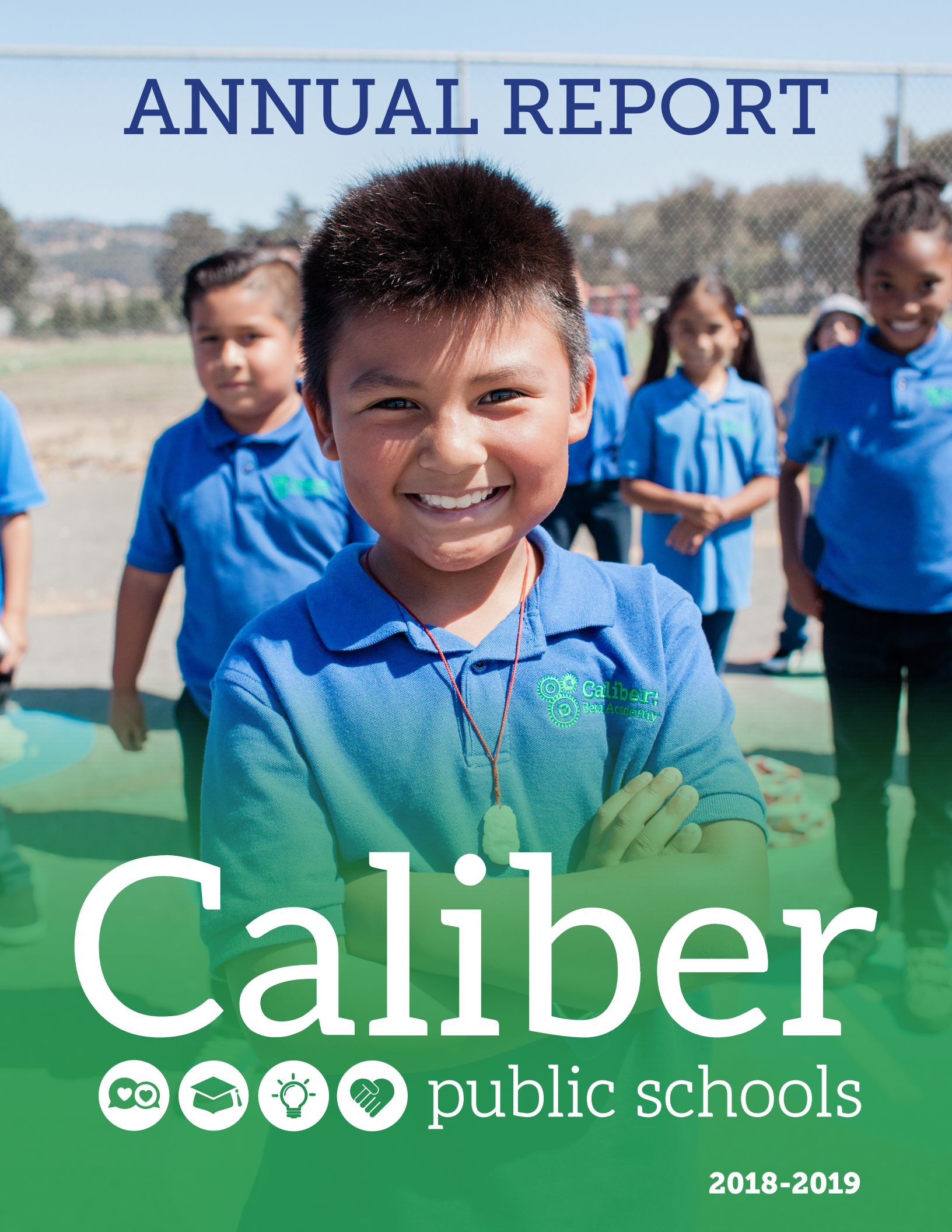
Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	402,500.00	398,720.00	130,000.00	402,500.00	2,380,409.00	2,912,909.00
Goal 2	660,000.00	948,978.00	617,500.00	660,000.00	3,983,319.00	5,260,819.00
Goal 3	551,075.00	556,232.00	1,873,800.00	551,075.00	678,052.00	3,102,927.00
Goal 4	0.00	0.00	9,000.00	0.00	14,000.00	23,000.00
Goal 5	12,000.00	14,000.00	7,500.00	12,000.00	12,000.00	31,500.00
Goal 6	360,225.00	324,151.00	169,500.00	360,225.00	435,960.00	965,685.00
Goal 7	424,416.00	380,196.00	274,500.00	424,416.00	465,946.00	1,164,862.00
Goal 8	972,000.00	897,333.00	429,500.00	972,000.00	1,110,475.00	2,511,975.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

ANNUAL REPORT



Caliber



public schools

2018-2019



**Shifting expectations,
changing outcomes.**

A LETTER FROM OUR CEO:

Dear friends and family,

Our commitment to provide equitable education for our student communities is the cornerstone of Caliber Public Schools' mission. Truly equitable education is evident in social emotional growth, exposure to enriching in school and out of school experiences, and connections between our schools and the families and communities we serve. The true measure of equity in education is the ability of our students to compete academically with their peers from across the country.

As the new Caliber Public Schools CEO, I am committed to maintaining focus on our core beliefs as we transition to a new phase in supporting our leaders and teachers towards mastering their craft to optimize a rigorous academic environment for improved academic outcomes. Social emotional development continues to be a priority as we close the achievement gap and refine our talent acquisition strategies. Recognizing that our people make the difference as educators, learners and supporters of our children in the community.

Our students' academic outcomes demonstrate Caliber's students are outperforming their peers in the local districts. Though this is a nice accomplishment, this is not our end goal. To fulfill our mission and commitment to our students, we must provide them with the knowledge, skills and tools to break through barriers and pursue their dreams. In the spirit of continuous improvement, we will continue to refine our practices as leaders and teachers to meet these goals.

Human capital is a key driver in all great organizations. Our teachers and leaders initiate, implement and create change. This school year we are creating and refreshing talent strategies to attract, develop and retain our staff as we refocus on our mission of achieving educational equity.

Though this is a year of change, we will hold ourselves accountable for continuous improvement constantly working towards our goal of providing an equitable education. Your continued support and partnership is mission critical. Together with reflection, focus and hard work, our students will be the change!

My Best,
Terence





what we

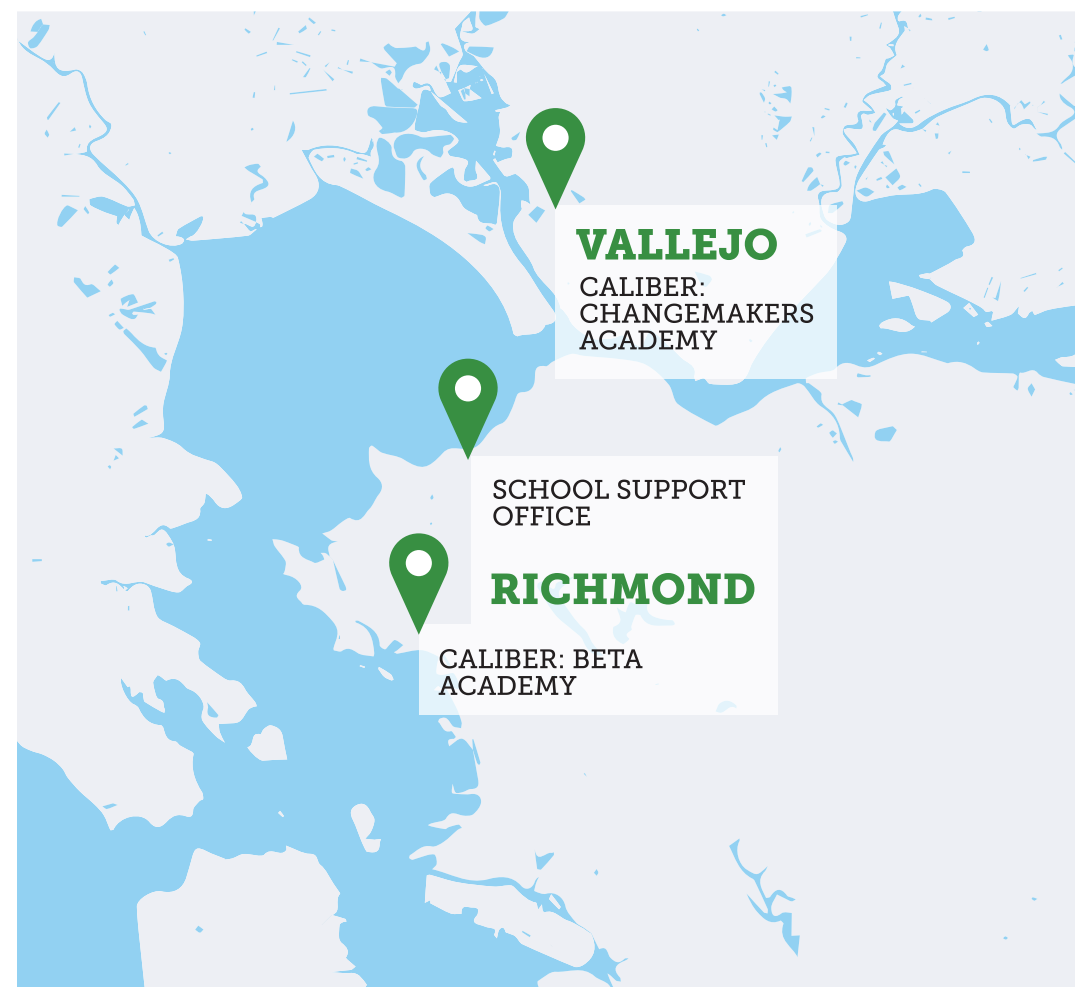
BELIEVE

at Caliber^{public} schools

CALIBER'S MISSION

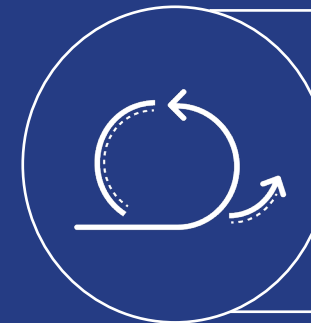
Our mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities.

Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.



CALIBER'S VALUES

Our four core values are the **FACE** of Caliber. We believe in:



F

FEEDBACK

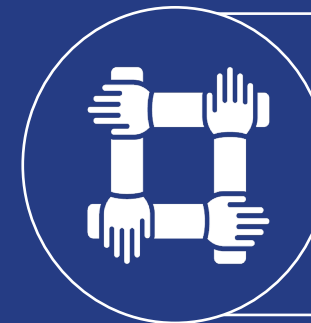
We are committed to a culture of feedback, development and continuous improvement.



A

AFFIRMATION & VALIDATION

We validate and affirm the identities, strengths and passions of each person.



C

COLLECTIVE RESPONSIBILITY

We work in service of and alongside our school communities.



E

EMPATHY & KINDNESS

We approach situations and people with empathy and kindness.

THE CALIBER MODEL

OUR MODEL IS ANCHORED IN:



SOCIAL
EMOTIONAL
LEARNING



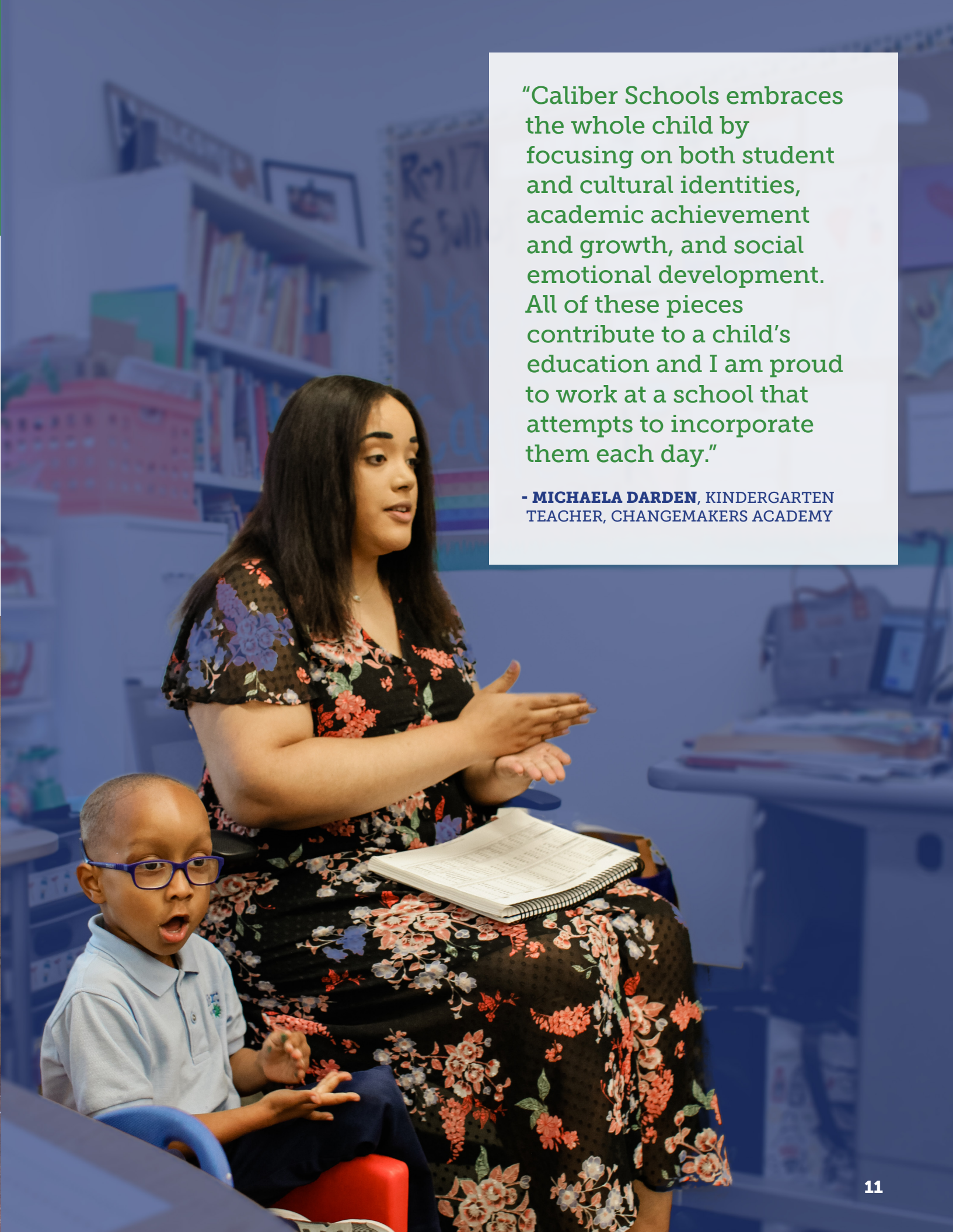
RESTORATIVE
JUSTICE



COLLABORATIVE
LEARNING
COMMUNITIES



EQUITY



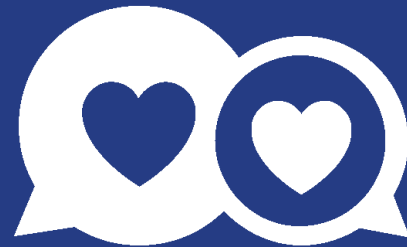
“Caliber Schools embraces the whole child by focusing on both student and cultural identities, academic achievement and growth, and social emotional development. All of these pieces contribute to a child’s education and I am proud to work at a school that attempts to incorporate them each day.”

- **MICHAELA DARDEN**, KINDERGARTEN
TEACHER, CHANGEMAKERS ACADEMY

OUR PILLARS

Our goal is to equip every Caliber graduate with the real world skills they need to succeed through college, career and life. At Caliber, we establish a safe and supportive environment (HEART) so that students can engage in rigorous learning (SMART) and develop the skill set to be critical thinkers (THINK) who then become agents of change in their communities and world (ACT).

HEART



Emotional Intelligence

SMART



Academic College Readiness

THINK



Critical Thinking

ACT



Agents of Change

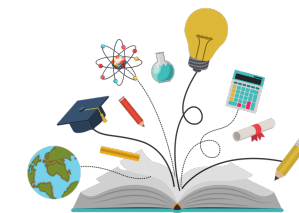
WHAT MAKES CALIBER DIFFERENT

We consistently focus on each individual student.



16

mental health staff across four schools



4,350

personalized learning plans providing three annual checkpoints for each student



8:1

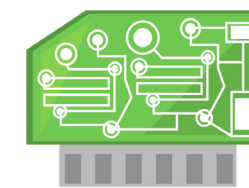
student to staff ratio

We expose students to diverse educational opportunities.



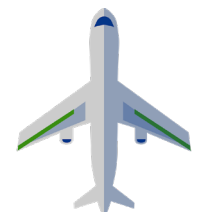
2,088

Chromebooks, allowing for consistent one to one learning



130

computer science classes offered each week, starting in TK



64

students have attended out of state, service oriented ACT field trips



moving

FORWARD

at Caliber^{public} schools



At the end of the 18-19 school year, Caliber Schools' name was officially changed to Caliber Public Schools. Our new name better reflects our mission to achieve educational equity by offering a different type of public school in underserved communities. We worked to include a variety of stakeholders in the logo selection process, opening voting to school teams, families and students.



NEW ACADEMIC PRIORITIES

100% utilization of common lesson plan templates to allow for increased lesson plan feedback from school and School Support Office academic team

100% mastery tracking of exit tickets to enable focused data-driven instruction including strategic reteach plans



SCHOOL SUPPORT OFFICE

With the growth of our schools and planned expansion to high school, we've relocated our School Support Office. The new office provides space to host a variety of meetings without interrupting school schedules. The office is nearly half way between our Richmond and Vallejo locations allowing the SSO staff to maintain and build the connection with both campuses.



WELCOME TERENCE

"I believe in the potential of Caliber's teachers and students. Shifting student outcomes takes hard work. We are ready for this challenge."

- **TERENCE JOHNSON**, CEO, CALIBER PUBLIC SCHOOLS



what STUDENTS

achieve at Caliber^{public} schools

“Our teachers are so supportive and they work to make sure we understand. It’s amazing how well served we are, you know you will always be loved at Caliber.”

- **XAVIER**, 8TH GRADE STUDENT, CHANGEMAKERS ACADEMY

“Here you can focus on your education, and on your emotional well being. The whole staff cares about who you are as a person not just as a student.”

- **ISMAEL**, 8TH GRADE STUDENT, CHANGEMAKERS ACADEMY



STUDENT DEMOGRAPHICS



69%
Free Reduced Lunch

20%
English Language Learners

11%
Special Education

- | | |
|------------------------|-------------------------|
| ■ Hispanic 64% | ■ Multi 4% |
| ■ African American 20% | ■ Asian 2.5 % |
| ■ Filipino 4.5% | ■ Pacific Islander 0.7% |
| ■ White 4.5% | ■ Native 0% |



"No single person is responsible for the education of a child, but rather it takes all of us—families, teachers, staff, coaches, friends—to come together as a community and rally support around each student. Only together will we realize our vision of Heart, Smart, Think, Act."

- **ASHLEE GUITIERREZ**, PRINCIPAL, BETA UPPER ACADEMY



"At Caliber, students get personal attention. There's all kinds of students in each classroom and they all get the same quality of education and amount of support, nobody is left behind."

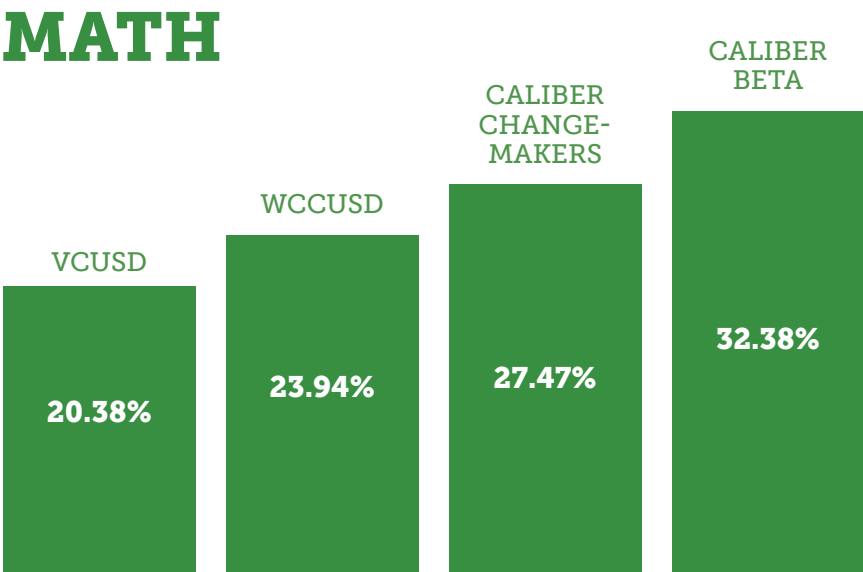
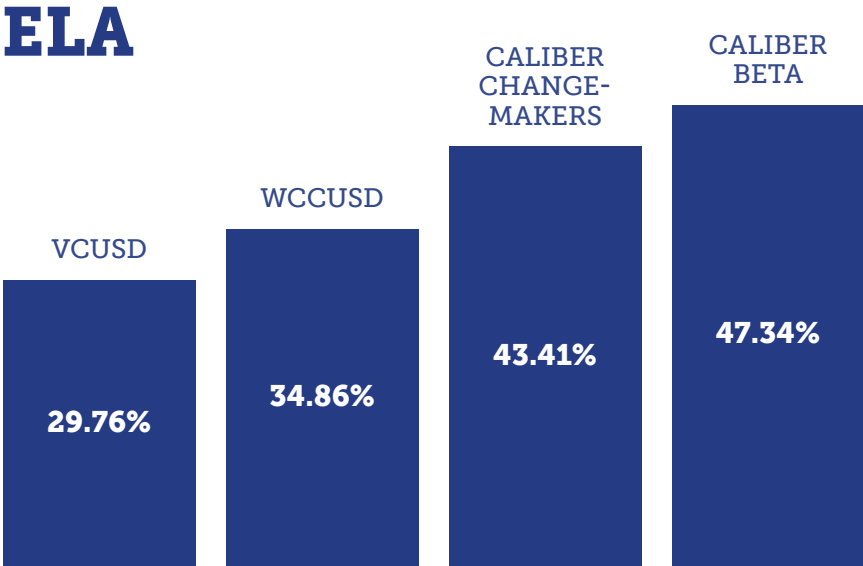
- **VILMA PANDURO-LOUCCEL**, PARENT OF ANGEL, 3RD GRADE STUDENT, CHANGEMAKERS ACADEMY



"I have so many interactions where parents teach me something about their student. They also share how our students are teaching their families about their academic work. Our families are amazing."

- **MORGAN HUBBARD**, 1ST GRADE TEACHER, BETA ACADEMY

PERCENT OF STUDENTS WHO TESTED PROFICIENT OR ABOVE:



CALIBER STUDENTS OUTPERFORM THE DISTRICT **OVERALL.**





why we

TEACH

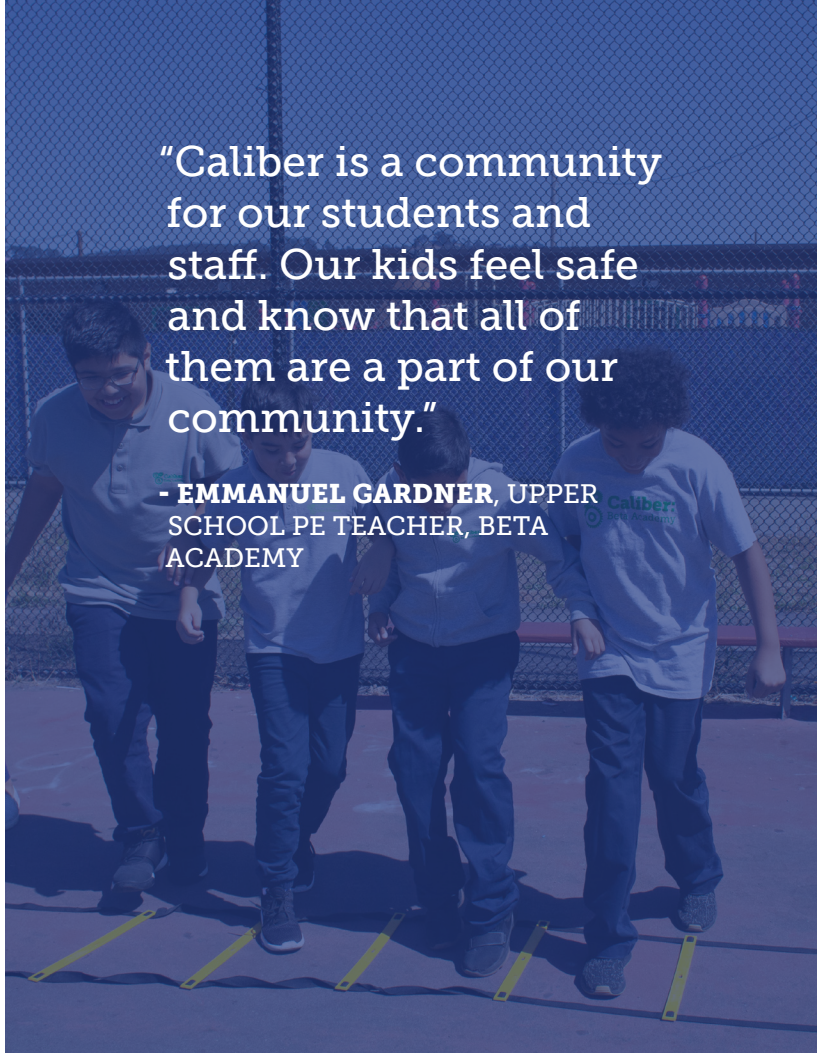
teach at Caliber public schools

“Caliber has a strong sense of community, between families, the school and the staff. Our mentality is that we rise together and fall together, so collaborating and supporting all members of our community is critical.”

- **ALLISON FORD**, 3RD GRADE TEACHER AND TEAM LEAD, CHANGEMAKERS ACADEMY

“Caliber is a community for our students and staff. Our kids feel safe and know that all of them are a part of our community.”

- **EMMANUEL GARDNER**, UPPER SCHOOL PE TEACHER, BETA ACADEMY



TEACHER STATS



174

staff members



65%

staff of color

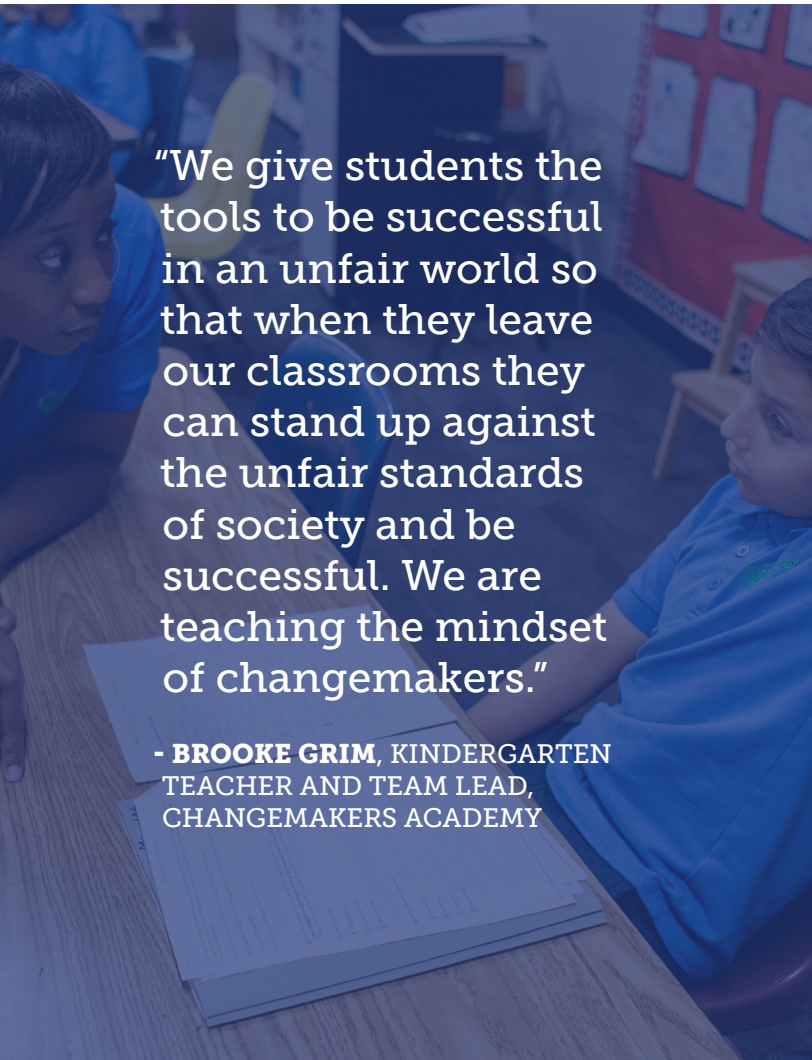


64

hours of professional development each year

“We give students the tools to be successful in an unfair world so that when they leave our classrooms they can stand up against the unfair standards of society and be successful. We are teaching the mindset of changemakers.”

- **BROOKE GRIM**, KINDERGARTEN TEACHER AND TEAM LEAD, CHANGEMAKERS ACADEMY



“We never give up on kids. Its hard to find schools where that is completely true— where no one on staff ever gives up on any kid. For me, Caliber is that place and it makes me want to come to work everyday.”

- **DEREK PAYNE**, 8TH GRADE SCIENCE TEACHER, BETA ACADEMY





why we

SUPPORT

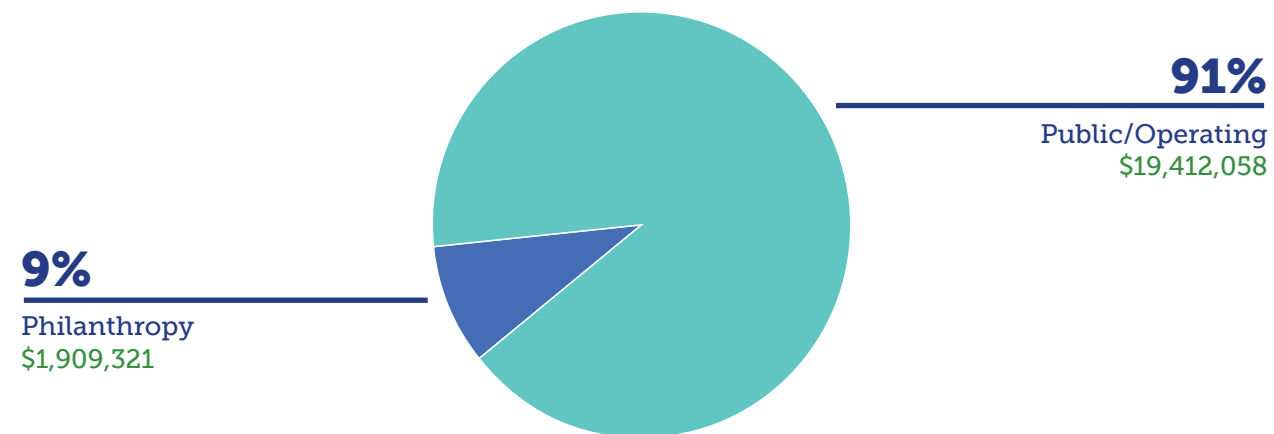
Caliber^{public}
schools

2018-2019 FINANCIALS

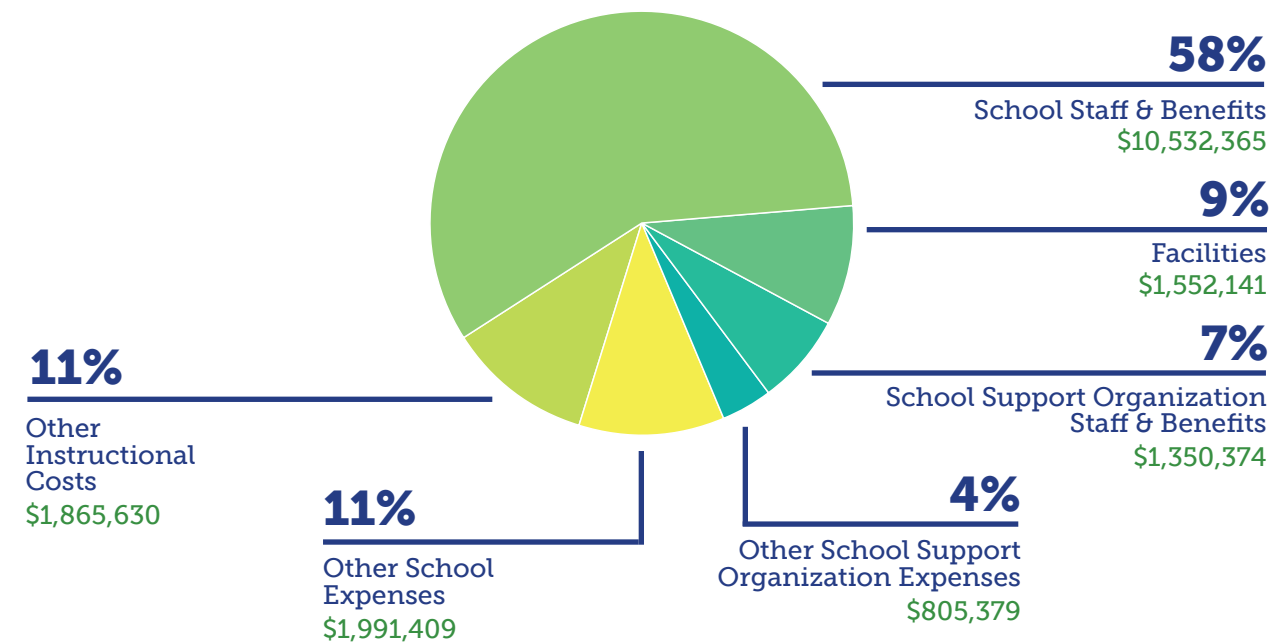
Caliber Schools is a registered 501(c)(3) not-for-profit. As a public charter school, our operation costs are largely funded by federal, state and local governments.

Assets	\$13,513,000
Liabilities	\$2,548,000
Net Assets	\$10,965,000

REVENUE



EXPENSES



GRATITUDE

CALIBER TEACHER CHAMPIONS

Our teacher appreciation program, **Caliber Teacher Champions**, in its 2nd year, provides the opportunity to directly support teachers who work tirelessly to educate and empower the next generation of leaders. True to **Heart**, a core Caliber pillar, we invite the Bay Area community to support our teachers by participating in this new program.

"When I think of my teacher champion, two thoughts come to mind: a profound sense of gratitude and the knowledge that my champion has a deep belief in the power of education."

• **MICHAEL HEATH**, 8TH GRADE MATH TEACHER, BETA ACADEMY; EXCERPT FROM A TC THANK YOU NOTE

OUR TEACHER CHAMPIONS

Christa Anderson
Aseem Badshah
Brett Baker
Sandra Baker
Mackenzie Bosmeny
Leonard Chang
Rita Chen
Brandon Cooper
Maggie Cooper

Robin DeGracia
Colin Fan
Marilyn Frank
Julie Gabbard
Chayla Gibson
Julian Golder
Carolyn Hack
Margaret Harris
Henrik Jones

Karen Kridel
Jeff Manassero
Jonathan Mariner
Liberty Matias
Lyman Missimer
Carolyn Petersen
Cathleen Petersen
Stephen Pham
Samuel Rhyam

Reina Robinson
Jacob Sack
Brian Sims
Kristin and Ben Spohn
Kathy Swart
Brett Van Zuiden
Kyra Vargas
Whitney Weber



GRATITUDE

WHY WE SUPPORT CALIBER

HENRIK JONES CALIBER DONOR

WHAT INSPIRED YOU TO DONATE?

All kids have a right to a great education. I feel an obligation for other families to get an education like my family has had, therefore feel compelled to support other families in an equal amount to what I support my family.

I’ve respected what Ron and Jen did in England and therefore had the confidence that they could pull it off here.

WHAT ELEMENTS OF THE PROGRAM ARE PARTICULARLY COMPELLING TO YOU?

A K-8 program gives students the opportunity to expand, learn more and get more involved in the school community then a school system where students attend

several schools. Teachers develop long term relationships with students that can be more fulfilling than when students switch schools, especially for students who can benefit from stability.

WHY DO YOU FEEL IT’S IMPORTANT TO SUPPORT SCHOOLS OUTSIDE OF YOUR NEIGHBORHOOD?

I think the Caliber school communities are my neighborhood. I think any schools in the Bay Area are a part of my community.

WHAT KEEPS YOU COMMITTED TO CALIBER?

Caliber keeps getting better and better. So, I have no excuse to stop supporting Caliber.

\$2,000,000+

Tipping Point Community Foundation

\$1,000,000+

The Chan Zuckerberg Initiative
Public Charter School Grant
Program

Russ and Beth Siegelman Family
Foundation
Silicon Schools Fund

\$500,000+

Diana Nelson & John Atwater
Pete & Devon Briger

Next Generation Learning
Challenges

Toni Rembe Rock & Arthur Rock

\$250,000+

Julie & Greg Flynn
Ron Beller & Jennifer Moses

New Schools Venture Fund
Susan & Bill Oberndorf

Walton Family Foundation

\$100,000+

Charter School Growth Fund
Divco West
EGG Foundation
Kowitz Family Foundation

Matt & A.K. L’Heureux
Matt Rogers & Swati Mylavarapu
Mr. Derek Schrier & Ms. Cecily
Cameron

Andrew & Elizabeth Spokes
Zierk Family Foundation

\$25,000+

Stephen Davis & Jill Cowan
Philip & Alicia Hammar skjold
Henrik Jones

Lisa Pritzker
Tom & Jill Pulley
Mike & Paula Rantz

Greg & Lisa Wendt
Vivian Wu
Poju & Anita Zab ludowicz

\$10,000+

Steve Almeida
Gwen Campbell
Dan Carroll
Wences Casares
Stacey Case
JP Conte
Martha Conte

Jason Fish & Courtney Benoist
Fortress Investment Group
Full Circle Fund
Jonathan & Abby Gans
The Kwait Family
Laura & Gary Lauder
Drew McKnight

Bryan & Tara Meehan
Pantera Capital Management
Paul & Sara Recktenwald
Jackie Reeses & Matt Apfel
James Tananbaum
Mrs. Carrie Wheeler & Mr. Kit Codik
Diane & Howard Zack

\$5,000+

The Baker Family
Chris Buchbinder
Melinda Ellis Evers & Will
Evers

Michael Feldman & Christine
Glastonbury
John Fisher
Gliffy Inc.

Ken Linsteadt
Jonathan Mariner
Paul Ullman
Ted Ull yot



FOUR PILLARS LEADERSHIP CIRCLE

The Four Pillars Circle is a group of our dedicated supporters who serve as advisors to the Caliber leadership team, ambassadors to the community and commit to providing financial support for Caliber for three years. The Group is named 'Four Pillars' to reflect our student goals of Heart, Smart, Think and Act.



Jackie Reses and Matt Apfel
Diana Nelson and John Atwater



Pete and Devon Briger
Derek Schrier and Cecily Cameron
Stacey Case



Carrie Wheeler and Kit Codik
Martha Conte
Stephen Davis and Jill Cowan
Greg and Julie Flynn



Henrik Jones
Ron Beller and Jennifer Moses
Arthur and Toni Rembe Rock
Russ and Beth Siegelman



Caliber




www.caliberschools.org





Healthy Schools Framework 2020-21

Caliber's Six Essential Questions:

1. Does our network demonstrate the core SEL competencies?
2. Does our network deliver academic growth and achievement for our students?
3. Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?
4. Does our network promote equity and achieve equitable outcomes?
5. Is our network financially and operationally sound?
6. Are we the (F.A.C.E.) of Caliber?

ESSENTIAL QUESTION /IMPERATIVE	Metrics
 <p>Emotional Intelligence</p> <p>Does our network demonstrate the SEL core competencies?</p> <p><i>A Caliber graduate is prepared to navigate a variety of social circumstances and life situations which will be reflected in their Self-Management, Self Awareness, Social Awareness, Relationship Skills, & Responsible Decision Making</i></p>	<p>Student and Teacher Survey</p> <ul style="list-style-type: none"> - 90% completion - Each of the following Panorama domains are at or above the NSVF/Insight composite or national average: <ul style="list-style-type: none"> - School Climate - School Safety - Sense of Belonging - Engagement - Growth Mindset - Self Efficacy - Self Regulation - Social Awareness/Competence <p>Family Survey</p> <ul style="list-style-type: none"> - 70% completion - Each of the following Panorama domains are at or above the NSVF/Insight composite or national average: <ul style="list-style-type: none"> - School Climate - School Safety - Family Engagement <p>Discipline</p> <ul style="list-style-type: none"> - <=1.5% suspension (including ISS)

Healthy Schools Framework 2020-21

 <p><i>SMART</i></p> <p>Academically College Ready</p> <p>Does our network deliver academic growth and achievement for all our students?</p> <p><i>A Caliber graduate is prepared to graduate from a 4 year college without remediation.</i></p>	<p>MAP</p> <ul style="list-style-type: none"> - 80% of students making >1x typical growth - Each schools' median student growth percentile is at or above the 51st percentile - Each schools' median student attainment percentile is at or above the 51st percentile <p>State testing</p> <ul style="list-style-type: none"> - Distance From Standard (DFS) in ELA is "High" or "Very High" (as reported on the California Dashboard) - Distance From Standard (DFS) in Math is "High" or "Very High" (as reported on the California Dashboard) - % proficiency in ELA and Math on SBCA are meeting or exceeding the Statewide level for students overall and for each grade and numerically significant student sub-group <p>ELL</p> <ul style="list-style-type: none"> - EL Progress Indicator is "High" or "Very High" (as reported on the California Dashboard) - Annual reclassification rate of \geq state average
 <p><i>THINK</i></p> <p>Critical Thinker</p> <p>Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond?</p> <p><i>A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.</i></p>	<p>Qualitative Assessment:</p> <p>Schools will be required to design plans for, implement, evaluate and report out how all students are developing critical thinking skills and applying those skills to complex real-world problems.</p> <p>Examples of how schools could demonstrate students' development of deeper critical thinking skills could include:</p> <ul style="list-style-type: none"> - Student work protocols observed in lesson plans and execution - Feedback provided to teachers observed in coaching sessions either in real-time or video - Student centered, un-scaffolded opportunity for students to work with grade level material - Exposure to a broad set of non-core classes (e.g., computer science, art, music, etc.) <p>Examples of how schools could demonstrate students' application of critical thinking skills to complex real-world problems:</p> <ul style="list-style-type: none"> - Examining and addressing systems of oppression and systemic racism - Student led conferences - Peer mediation - Cultural history projects

Healthy Schools Framework 2020-21



ACT

Agents of Change

Does our network promote equity and achieve equitable outcomes?

Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more equitable society

Disproportionality

- Wherever possible, we will measure differences in all metrics on the HSF at the sub group level in order to identify disproportionalities
- All sub groups will achieve similar growth or improvement rates. Lower performing sub groups will have higher rates of growth such that all sub groups will see similar levels of achievement over time

Community Composition

- Student composition will reflect our community
- Staff composition will reflect our students (at all levels)

Staff Development

- Staff compensation, evaluation, and promotion structures and processes are transparent and equitable
- There aren't any disproportionalities in how staff are evaluated, compensated, or promoted

Sustainability & Growth

Is our network financially and operationally sound?

Caliber's schools have invested in the systems and financial and people models that support our long-term sustainability, success, and growth

Students:

- Enrollment : Achieves budgeted enrollment target plus 50% waitlist buffer in each grade
- Retention : >90% student retention (fall to fall)
- Attendance : > 97% ADA annually and <5% chronic absenteeism

Staff:

- Fully hired by July 1 prior to the start of each school year
- All staff have appropriate credentials for the role they hold
- >80% staff retention (fall to fall)
- Staff survey responses related to teachers feeling supported in their instructional practice

Parents:

- > 80% agree with the statement "I would recommend Caliber to another family" (or a suitable alternative based on what survey we use)
- > 80% agree with the statement "Staff at Caliber are responsive to my concerns" (or a suitable alternative based on what survey we use)
- Average score of 3.5+ on CA's Parent Engagement Self Reflection Tool

Finance & Operations

- End of year fund balance >25% of annual operating expenses
- Bottom line operating margin is at or above Board approved budget
- Average grade of 2.2 on Ops scorecard (no 4s)

Authorizers

- The school maintains an "in good standing" status with its authorizer
- Active and productive relationships with key staff and Board members at authorizing entity

Healthy Schools Framework 2020-21

<p>Values Alignment</p> <p>Are we the F.A.C.E. of Caliber?</p> <p><i>Caliber's schools live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.</i></p>	<p>Qualitative Assessment:</p> <p>Schools will be required to evaluate and report out ways they have lived out Caliber's values (F.A.C.E.).</p>
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NCTO

A0831656

3508785
CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

FILED *cc*
Secretary of State
State of California

JUL 30 2019
lcc (cc)

The undersigned certify that:

1. They are the President and Secretary, respectively, of Caliber Schools, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this Corporation is amended to read as follows:

The name of this Corporation is Caliber Public Schools.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: June 30, 2019

Jennifer Moses

Jennifer Moses, CEO

DATE: June 30, 2019

12

Ron Beller, Secretary

I hereby certify that the foregoing
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.



AUG 9 2019

Alex Padilla

ALEX PADILLA, Secretary of State

88991556

3508782

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

FILED 6/9/2019
Secretary of State
State of California

JUL 30 2019

The undersigned hereby certifies that

1. That the President and Secretary respectively of Caliber Schools, a California corporation, have duly executed the foregoing Certificate of Amendment of Articles of Incorporation.

2. That the Articles of Incorporation of this Corporation is amended to read as follows:

The name of this Corporation is Caliber Public Schools.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no indebtedness.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct to our own knowledge.

[Signature]
President
Caliber Public Schools

DATE: June 30, 2019

[Signature]
Secretary
Caliber Public Schools

DATE: June 30, 2019



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

AUG 09 2019

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

The undersigned certify that:

1. They are the President and the Secretary of Ed-Mentor Education, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this corporation is Caliber Schools.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

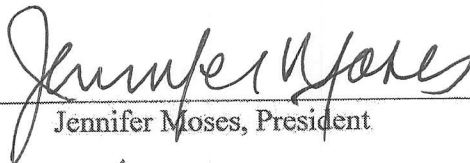
The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

4. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
5. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.


DATE:

1/18/13


Jennifer Moses, President

DATE:

1/17/13


Ron Beller, Secretary

SEP 17 2012

I

The name of the corporation is Ed-Mentor Education.

II

A. This corporation is a nonprofit **Public Benefit Corporation** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:

- () public purposes
or () charitable purposes
or (x) **public and charitable** purposes

B. The specific purpose of this corporation is to start a charter school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Name: Jennifer Moses

Address: 2090 Vallejo Street

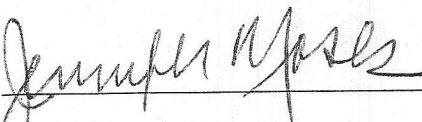
City: San Francisco State: California Zip Code: 94123

IV

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code section 501 (c)(3).
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code section 501(c)(3).



Jennifer Moses, Incorporator



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 10-18-2012

Employer Identification Number:
46-1219795

Form: SS-4

Number of this notice: CP 575 E

ED-MENTOR EDUCATION
% JENNIFER MOSES
2090 VALLEJO ST
SAN FRANCISCO, CA 94123

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-1219795. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

**BYLAWS
OF
CALIBER PUBLIC SCHOOLS**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Caliber Public Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 3260 Blume Drive #120, Richmond CA 94806. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. In the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes

the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charters of the schools operated by the corporation. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than three (3) and no more than thirteen (13), unless changed by amendments to these bylaws. The Board of Directors shall include a parent representative. All directors shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(c). If a charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for any representative that may be appointed by a charter authorizer, shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board may be “interested persons.” An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 5. DIRECTORS’ TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. No director may serve more than two (2) consecutive terms in office unless an exception is approved by a 2/3 vote of the Board of Directors.

Section 6. NOMINATIONS BY GOVERNANCE COMMITTEE. All Board members, except for any representative that may be appointed by a charter authorizer, will be nominated by the Governance Committee. Nominations for parent representative candidates shall be made to the Governance Committee. Parent representative candidates may be either self-nominated or nominated by teachers and/or school site administrators. Self-nominated parent representative candidates must also obtain a recommendation from a teacher or site administrator. The Governance Committee makes its report at least three (3) days before the date of the appointment or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE No corporation funds may be expended to support a nominee without the Board’s authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of a parent representative to have a child enrolled in a charter school operated by the Corporation.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director

may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director, except for a representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting. Notice of that meeting and of the removal questions must be given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any representative that may be appointed by a charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for any representative that may be appointed by a charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of a representative of the charter authorizer may be filled by the charter authorizer.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, ("Brown Act") California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. A two-way teleconference location shall be established at each schoolsite and each resource center. The Board of Directors shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors,

including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following teleconference meeting requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate

in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a.
- . Fill vacancies on the Board of Directors or any committee of the Board;

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, who shall be known as the Chief Executive Officer, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the CEO or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, a Vice-Chairman of the Board of Directors may also be elected. In the absence of the Chairman, the Vice-Chairman (if one is elected) shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the event that a Vice-Chairman is not elected, or if both the Chairman and Vice-Chairman are both absent at a given meeting, the board members present such a meeting will designate an alternate Board member to preside at the Board of Directors meeting.

Section 8. **CHIEF EXECUTIVE OFFICER.** The Chief Executive Officer, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of

committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chief Executive Officer, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS AND NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

Section 2. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee designated in the Caliber Public Schools Conflict of Interest Code (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE X

LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at

any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVI BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a

quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVII
FISCAL YEAR

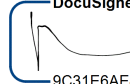
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Caliber Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 17, 2020; and that these bylaws have not been amended or modified since that date.

Executed on 6/22/2020 at Richmond, California.

DocuSigned by:



9C31E6AE403D4DA...

Ron Beller, Secretary

CALIBER PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of **Caliber Public Schools**.

Individuals holding designated positions shall file their statements of economic interests with **Caliber Public Schools** which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Caliber Public Schools**.

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Chief Executive Officer	1,2
School Leaders (All)	1,3
Chief Schools Officer	1,2,3
Chief Operating Officer	1,2,3
Head of Talent	2
Operations Coordinators	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008.)

The following positions are not covered by the code because the positions manage public investments. Individuals holding such positions must file under Government Code Section 87200 and are listed for informational purposes only.

- Members of the Governing Board
- Chief Financial Officer

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Section 87200.

APPENDIX B

DISCLOSURE CATEGORIES

Category 1.

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any authorizer that has authorized a Caliber Public School charter school, or
 - of any facility utilized by Caliber Public School's charter schools, or of a proposed site for a Caliber Public School facility.
- b) Investments and business positions in business entities, and sources of income (including receipt of gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2.

Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or are sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishing or equipment of the type to be utilized by Caliber Public Schools.

Category 3.

Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 12 2014

CALIBER SCHOOLS
1 MONTGOMERY ST STE 2500
SAN FRANCISCO, CA 94104

Employer Identification Number:
46-1219795

DLN:

17053095336033

Contact Person:

ROGER W VANCE

ID# 31173

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30

Public Charity Status:
170(b)(1)(A)(ii)

Form 990 Required:
Yes

Effective Date of Exemption:
September 17, 2012

Contribution Deductibility:
Yes

Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947

CALIBER SCHOOLS

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.



Employee Handbook 2020-2021

**Mailing Address: 3260 Blume Drive #120
Richmond, CA 94806**

Phone: (510) 685-9858

Website: <http://www.caliberschools.org>

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HR DEPARTMENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the 2020-21 Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from Caliber.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Caliber's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Caliber. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Caliber.

I understand that other than the Board of Caliber, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chair.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to Caliber, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

Welcome! We are excited to have you as a member of the Caliber Public Schools (“Caliber”) team. We trust that as an employee of Caliber, you will find your work to be both rewarding and challenging. Please note that references to Caliber are intended to include the entire organization, including individual school sites and the School Support Office (“SSO”). References to “School” refer to individual school sites within the organization.

Our mission at Caliber is to shift the experiences, expectations, and outcomes for students in historically underserved communities. We provide students with a challenging and engaging personalized education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities. Caliber graduates will be academically college ready, have emotional intelligence or “EQ,” be critical thinkers, and have the skills and desire to be *changemakers* in their communities and the world. We believe that innovative staffing reflects how the public school system should work. To accomplish our mission, we hire top-quality staff that are thoughtful, passionate, and dedicated to improving the lives of their students. This philosophy extends to our human resources policies, which are designed to allow our School and SSO staff to be innovative in providing services to our students while ensuring the most effective and productive work environment for all employees.

This Handbook is designed to help employees get acquainted with Caliber. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Caliber. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Caliber or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that Caliber is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Caliber also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies Caliber or School policy. Any such modification *must* be in writing.

This Handbook is the property of Caliber, and it is intended for personal use and reference by employees of Caliber. Circulation of this Handbook outside of Caliber requires the prior written approval of the Head of HR.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Head of HR. This will provide Caliber with a record that each employee has received this Handbook.

Again, welcome to the Caliber team!

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Caliber is an equal opportunity employer. It is the policy of Caliber to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault, and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Caliber will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Caliber representative with day-to-day personnel responsibilities and request such an accommodation. In the case of School employees, this would be their School Leader. In the case of SSO employees, this would be the Head of HR. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. Caliber will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Caliber will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Caliber will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of Caliber that all employees are considered “at-will” employees of Caliber. Accordingly, either Caliber or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice. Employees are not guaranteed employment for any length of time, including the length of the school year, or the length of any class assignment.

Nothing contained in this Handbook, employment applications, School or SSO memoranda, or other materials provided to employees in connection with their employment shall require Caliber to have “cause” to terminate an employee or otherwise restrict Caliber’s right to release an employee from their “at-will” employment with Caliber. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Caliber’s right to terminate at will. No School or SSO representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Caliber that are not consistent with Caliber’s policy regarding “at-will” employment. Any attempt to do so will be null and void.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School or SSO memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Caliber will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at Caliber will be required to submit to a criminal background investigation (through the Department of Justice and the FBI). No condition or activity will be permitted that may compromise Caliber's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at Caliber include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee during their employment with Caliber, be charged or convicted of any offense, the employee must immediately report the charge or conviction to their School Leader (if they are a School employee) and the Head of HR.

Tuberculosis Testing

All employees of Caliber must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with Caliber and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the SSO office. This requirement also includes contract food handlers, substitute teachers, student teachers serving under the supervision of an educator, and any other contractor who engages directly with students. Any entity providing student services to a School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with students.

Immigration Compliance

Caliber will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Caliber will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

Caliber shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Caliber shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code section 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, Caliber shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School or SSO Office without a judicial warrant, or voluntarily give

consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

The Caliber Public Schools Board has passed a resolution making our Schools “safe spaces” for all students and families, regardless of immigration status. This resolution reflects our core values of Heart and Act. The Safe School Zone Resolution can be found at www.caliberschools.org/safeschools.

Professional Boundaries: Staff/Student Interaction Policy

Caliber recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Boundaries are defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-staff relationship is deemed an abuse of power and a betrayal of public trust.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Caliber personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and other Caliber staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders, whether or not those situations are expressly listed here. One viable standard that can be quickly applied, when an employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the School Leader any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student.
- (h) Listening to or telling stories that are sexually oriented.

- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Tickling or piggyback rides
- (l) Furnishing alcohol, tobacco products or drugs – or failing to report knowledge of such

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in the employee's home.
- (d) Offsite visits, activities, or events arranged with students participating in any Caliber Mentorship Programs.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining School and parent approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, texts, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when the employee is alone with a student.
- (e) Keeping reasonable space between the employee and the student.
- (f) Stopping and correcting students if they cross the employee's personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if the employee finds themselves in a difficult situation related to boundaries.
- (j) Involving a supervisor if conflict arises with the student.
- (k) Informing the School Leader about situations that have the potential to become more severe.

- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if the employee will be alone with any type of special needs student.
- (o) Asking another staff member to be present if the employee must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping professional conduct a high priority.
- (s) Asking if these actions are worth the employee's job and career.

Employee Freedom of Speech

While employees enjoy free speech protections, employees should be aware that speech rights are limited when the employee is carrying out his or her official duties. For example, a teacher may discuss the importance of a “grass roots” campaign to cause political change during a government or history class. However, a teacher could be disciplined for advocating that students violate school rules by a walkout of class during class time or leaving campus during the instructional day. A teacher could also be disciplined for leaving campus to accompany students on a walkout unless specifically authorized by an administrator.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Caliber is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Caliber's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information (including testing and characteristics); sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Caliber does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which Caliber does business). Supervisors and managers are to report any complaints of unlawful harassment to the Head of HR or designee.

When Caliber receives allegations of unlawful harassment, discrimination, or retaliation, the Board

(if a complaint is about the Chief Executive Officer), the School Leader (if a complaint is about a School employee other than the School Leader), or the Chief Executive Officer (if a complaint is about an SSO employee or a School Leader) will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Caliber is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Caliber is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including termination, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the School Leader. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a

professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Caliber policy.

Whistleblower Policy

Caliber requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Caliber. As representatives of Caliber and its Schools, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Caliber has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Caliber to raise serious concerns about the occurrence of illegal or unethical actions within Caliber before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Caliber have a responsibility to report any action or suspected action taken within Caliber that is illegal, unethical or violates any adopted policy of Caliber, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Caliber or any individual at Caliber and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Caliber believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Anti-Nepotism Policy

Overview

The purpose of this policy is to maintain the highest level of integrity in all actions of Caliber by avoiding favoritism, the appearance of impropriety, and conflicts of interest often associated with nepotism. Nepotism is inconsistent with Caliber's policy of making decisions based solely on Caliber's mission, business needs, and any individual's qualifications, skills, ability and performance.

Definition of "Relative"/"Related Persons"

The following relationships between employees creates an inference of nepotism:

- Parent and child
- Siblings
- Grandparent and grandchild
- Aunt and/or uncle and niece and/or nephew
- First cousins
- Spouses and registered domestic partners
- Guardians and wards

- Any corresponding in-law, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current Caliber employee.
- Persons engaged in a romantic relationship (e.g. dating or engaged).

Job Applicants

As a family-friendly organization, Caliber does not discriminate against job applicants who are relatives of Caliber employees. Such applicants may apply for employment in any department that is not under the supervision or control of a relative. A job applicant who is a relative of a Caliber employee shall be subject to the same application requirements as all other candidates. The hiring process may not include the Caliber employee relative. Screening and interviewing will be conducted by an impartial interview and hiring committee consisting of multiple members. In the event the applicant is selected for employment, the applicant shall not be hired for a position where one relative would be under the supervision or control of the other relative.

Employment Decisions

No Caliber employee (including administrators, certificated employees, and classified employees) or any volunteer may make, participate in, or attempt to influence the hiring, management, or other business decisions involving a relative, or pressure or cause others to do so. Therefore, there can be no direct reporting or supervisory relationship between relatives, and all employment decisions must be made by others.

If, based on Caliber need, a non-relative Administrator assigns an employee to a position that is under the supervision or control of a relative who has or may have a direct effect on the individual's progress or performance, or an individual is to be assigned to a position with the same immediate supervisor as a relative, a management plan must be devised and approved by the head of the department, with final approval by the School Leader (in the case of a School employee other than a School Leader) or the Head of HR (in the case of an SSO employee or School Leader). A management plan is also required when an individual already assigned to a position becomes a relative of a supervisor, subordinate, or someone who works for the same immediate supervisor.

The purpose of the management plan is to outline supervision and evaluation procedures that will mitigate possible conflicts of interest. The management plan must address reporting relationships, supervision, and evaluation that will assure that there will be no decision-making based upon relationships between relatives in promotion, compensation, hours, or other conditions of employment.

Final approval of hiring recommendations and personnel actions is the exclusive right of the Chief Schools Officer or their appointed representative.

Policy Violations

Policy violations will not be tolerated and can subject the involved parties to adverse action, up to and including discipline/termination.

The employee may not engage in a romantic relationship with an employee under their supervision. Further, romantic relations between employees are discouraged as they may negatively impact the workplace for the employees involved, and create a negative or potentially hostile, or otherwise unlawful environment for Caliber, other employees, and/or students.

Drug and Alcohol-Free Workplace

Caliber is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Caliber stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any Caliber premises, or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to their immediate supervisor and the Head of HR, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, Caliber may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

All Caliber facilities are non-smoking (including e-cigarettes and vaporizers) facilities.

THE WORKPLACE

Job Duties

The employee should refer to the applicable job description for their position for an explanation of their specific job duties. The employee should also consult their supervisor for further direction and clarification. Caliber reserves the right to change the employee's job description and responsibilities at any time, in its sole discretion.

Work Schedule

Caliber's hours of school operation are Monday through Friday, 7:30 a.m. to 4:00 p.m., with daily after school activities from 4:00 p.m. to 6:00 p.m. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements. Accordingly, no overtime compensation will be paid to exempt employees.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with an unpaid thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Caliber mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

Caliber accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Caliber will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom.

The location will:

- Be shielded from view and free from intrusion while the employee is expressing milk

- Be safe, clean and free of hazardous material
- Contain a surface to place a breast pump and personal items
- Contain a place to sit
- Have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump.

Employees with private offices may be required to use their offices to express breast milk. Access to a sink with running water and a refrigerator suitable for storing milk will be provided. If a refrigerator cannot be provided at the close location, a cooler will be provided. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

Employee schedules are set at the beginning of the school year and designated work hours will be communicated by the School Leaders on school campuses and the CEO for the SSO Office. All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects Caliber's ability to implement its educational program and disrupts consistency in students' learning.

Nonexempt employees must not begin work or clock in more than ten (10) minutes before the scheduled work time, and must end work and clock out no later than ten (10) minutes after the end of shift. Employees are expected to adhere to start and end times each day. Employees who wish to leave early must seek approval from their supervisor.

If it is necessary to be absent or more than (10) minutes late, employees are expected to notify the School Leadership Team as soon as possible but by no later than one-half (1/2) hour before the start of the workday. Employees must also submit a Staff Absence Request in Paycom for each day of any absence. If an employee is absent from work for longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Caliber. Absence for more than three (3) consecutive days without notifying their supervisor will be considered a voluntary resignation from employment.

Time Cards/Records

By law, Caliber is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall keep be required to utilize Caliber's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep their supervisor advised of their departures from and returns to the school premises during the workday. Any overtime must be approved in advance by their supervisor.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes

an error on the time card, the employee must make the correction in Paycom. Repeated occurrences of not clocking in and out may be considered a performance or disciplinary issue.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running Caliber errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with Caliber.

Temporary Telework Policy to Address COVID019 Remote Working Conditions

Purpose

Caliber recognizes approved teleworking as a necessary work arrangement while the School is closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during the School's closure due to COVID-19.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited

to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by the School, subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must sign an inventory of all School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School.

Reimbursement

The School shall reimburse employees for actual and necessary expenses incurred in the employee carrying out School business when such expenses are expressly authorized and preapproved by the School.

The School shall reimburse an employee's costs for internet, based upon a reasonable percentage of work-related use.

Employees who believe their expenses exceed the reimbursement the School provides shall be required to submit copies of their internet and/or cell phone bill for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and

communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation and Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework

assignments shall be subject to termination upon resumption of regular onsite duties at the School following the COVID-19 pandemic.

Use of Email, Voicemail and Internet Access

Caliber will permit employees to use its email, voicemail, computers, printers, facsimile, Internet access, and where assigned, laptops, cell phones and other electronic devices (collectively “communication systems”) subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The communication systems are for business purposes and may not be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, content that is sexually explicit, inappropriate, or violent, and ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee’s personal file or email or voicemail messages without the latter’s express permission. All records and data on Caliber’s communication system is Caliber property, and may not be taken without Caliber’s express permission, or used or accessed for an improper/unauthorized purpose.
4. Caliber will not enter an employee’s personal email files or voicemail unless there is a business need to do so. Caliber retains a copy of all passwords; passwords unknown to Caliber may not be used. System security features, including passwords and delete functions, do not neutralize Caliber’s ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Caliber reserves the right to monitor, limit, or restrict any individual’s use of Caliber property or communication systems, and to inspect, copy, remove, or delete any data or records.

Personal Business

Caliber’s facilities for handling mail and telephone calls are designed to accommodate Caliber business. Employees should have personal mail directed to their home address and limit personal telephone calls and other personal business to an absolute minimum. Do not use Caliber material, time or equipment for personal projects.

No employee shall sell merchandise, circulate non-work related, divisive or disruptive written material, or solicit or promote support for any non-work related cause or organization during work time or during the work time of the employees and/or students at whom such activity is directed. For the avoidance of doubt, this includes, without limitation, marketing commercial products or services, charitable fundraising, advertising employment opportunities, and political campaigning, without the express permission of Caliber.

Any employee who is unclear on this policy should immediately consult with their supervisor or the Head of HR. Violations of this policy may result in disciplinary action up to and including termination from employment.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- Caliber equipment, including Caliber computers and electronics systems, may not be used for these purposes unless conducting official Caliber business
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of Caliber or its Schools;
- Employees may not use Caliber or School logos, trademarks and/or copyrighted material and are not authorized to speak on Caliber or its School's behalf unless specified by a supervisor and for official Caliber business
- Employees are not authorized to publish any confidential or proprietary information maintained by Caliber;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing Caliber, its Schools, the employee's supervisors, co-workers and other schools;
- Employees must comply with all Caliber policies, including, but not limited to, rules against unlawful harassment and retaliation.

Caliber reserves the right to take disciplinary action against any employee whose social media postings violate this or other Caliber policies.

Personal Appearance/Standards of Dress

Caliber employees serve as role models to its Schools' students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts.
- 2) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted (Except on alternate dress days as noted by the School Leader). Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 3) Skirts and dresses should be no higher than three (3) inches above the knee.

- 4) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 5) Clothing or jewelry with logos that depict and/or promote gangs , drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 6) Appropriate shoes must be worn at all times.

Gifts

Employees may not accept gifts from students, vendors, or families, or engage in business transactions or exchanges in which the employee has a financial interest with Caliber, students, families or vendors.

The receipt of occasional flowers, candy or gifts worth less than \$50.00 from students, parents/guardians, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from the Chief Operating Officer before accepting any gift worth in excess of \$50.00.

Health and Safety Policy

Caliber is committed to providing and maintaining a healthy and safe work environment for all employees. Violence, or the threat of violence, by employees, or against employees will not be permitted.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the School Leader (for School employees) or Chief Operating Officer (for SSO employees) any potential health or safety hazards, and all injuries or accidents. Employees may not bring firearms, ammunition or other weapons to any Caliber site.

In compliance with Proposition 65, Caliber will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Caliber has developed guidelines to help maintain a secure workplace. At the Schools, visitors must sign into the visitor log and are wear appropriate visitor tags/badges. Employees should be observant of unknown persons loitering in parking areas, walkways, entrances, exits, and service areas. Staff should report any suspicious persons or activities to the School Leader. Employee desks and/or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the School Operations Lead when keys are missing or if security access codes or passes have been breached. The Staff Lounge is for employee use only, and for safety and security purposes, should be restricted from use by non-employees.

Employees Who Are Required to Drive

Employees who are required to operate a vehicle while conducting approved Caliber business will be required to show proof of a current, valid license and, where applicable, proof of current, effective insurance coverage. Caliber retains the right to obtain an employee motor vehicle record from the California Department of Motor Vehicles.

Employees who drive their own vehicles on approved Caliber business will be reimbursed pursuant to the “Reimbursement of Travel Expenses” section of the handbook below. Employees driving for a school related purpose must refrain from using cell phones while driving and must follow all applicable laws.

Any employee who fails to comply with this policy may be disciplined, up to and including termination. Caliber will not be responsible for the employee’s failure to use good judgment, and to follow all driving laws and applicable safe practices.

Reimbursement of Travel Expenses

This policy was developed from the point of view that each staff member will have one campus that is naturally their “base campus.” While employees are not reimbursed for commute expenses incurred as they travel to/from their residence to their base campus, they will be reimbursed for toll and mileage when they are required to travel to a campus that is not their base campus. If there is any uncertainty as to what your base campus is for the purposes of this policy, please consult your supervisor or HR for clarification. In cases where the staff member travels between their base campus and another campus, reimbursable mileage is to be calculated from the base campus to the other campus. Reimbursements are made according to the then-current IRS Mileage guidelines. In such cases, staff members will also be reimbursed for any bridge tolls on the customary route between the campuses. For reference purposes, the mileage between Beta & ChangeMakers Academies is 18 miles one-way. In cases where the staff member travels directly between their residence and a campus other than their base campus, reimbursable mileage is to be calculated as the incremental mileage travelled as compared to the mileage they would have travelled to their base campus. In such cases, staff members will also be reimbursed for any bridge tolls that would not otherwise have been required to reach their base campus.

Employees who have any questions regarding the policy, should consult their supervisor or HR for clarification.

Employees must fill out expense reports in Paycom on a periodic basis including toll receipt or Fastrak log and record accompanying mileage. Expense reports must have all receipts. Multiple trips can be reported on the same expense report.

Occupational Safety

Caliber is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every Caliber supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to

perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Caliber that accident prevention shall be considered of primary importance in all phases of operation and administration. Caliber's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Caliber safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on Caliber premises to the Head of HR and the Operations Lead so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes using the [Caliber Incident Report](#).

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, Caliber shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Caliber.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask the Head of HR to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form in Paycom.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status in Paycom.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Caliber will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the School Leader (in the case of School employees) or the Chief Operating Officer (in the case of SSO employees). Caliber provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of

eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Employees are paid semi-monthly on the fifteenth (15th) and last day of the month. If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the Head of HR. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

Wage Attachments and Garnishments

Under normal circumstances, Caliber will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Caliber, by law, to withhold part of an employee's earnings in their favor.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if they are a regular employee working for Caliber at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Coverage will begin on the first day of employment if hired on the first day of the month (e.g., coverage will begin on August 1 for employees hired on August 1) or on the first day of the next month if hired at any other point (e.g., coverage will begin on September 1 for employees hired between August 2 and August 31). Enrollment must be done online in Paycom and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

When coverage under Caliber's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Caliber's previous contribution plus a possible administrative charge.

Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes them ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Caliber will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying Caliber within thirty (30) days of the event. Caliber will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Caliber stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or

- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

401(K) Retirement Plan

Caliber encourages employees to participate in Caliber's 401(k) Retirement Program. Caliber contributes to all full-time employees' accounts at a rate equal to three percent (3%) of their salary each pay period. Employee contributions vest immediately. Caliber's contributions vest after three (3) years with the company. Employees are automatically enrolled in the 401(k) Retirement Program and will contribute three percent (3%) of their gross income unless they opt out. Each year this automatic enrollment will increase by 1% unless the employee requests otherwise. Employees are opted into default fund elections based on their age. 401(k) information can be obtained from the HR Department. For specific information, please consult the 401(k) Plan documentation.

Flexible Spending Account (FSA)

Participation in the Caliber FSA program is available to all employees. FSA deductions are subject to limits set and periodically adjusted by the Internal Revenue Service. The 2020 limit to contribute for health expenses is \$2,750. The 2020 limit for dependent care is \$5,000. FSA deductions are tax-free. Caliber has adopted a \$500 rollover for Health FSA.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of Caliber and are based on the 2019 Salary Scale and COLA (Cost of Living Adjustment). After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor within the first ninety (90) days of employment.

Potential for advancement will be based largely upon job performance. On a periodic basis, supervisors will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. Caliber's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Head of HR advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes in Paycom is essential and will enable Caliber to contact an employee should the change affect their other records.

Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a Caliber representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Caliber will restrict disclosure of personnel files to authorized individuals within Caliber. A request for information contained in the personnel file must be directed to the Head of HR. Only the Head of HR is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Caliber will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, or administrative law judge, and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Employee References

All requests for references must be directed to the Head of HR. No other manager, supervisor, or employee is authorized to release references for current or former employees. Caliber's policy as to references for employees who have left Caliber is to disclose only the dates of employment and the title of the last position held.

HOLIDAYS AND LEAVES

Holidays

Caliber's calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- January 1
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- July 4
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day After Thanksgiving
- December 24
- December 25
- December 31

When a holiday falls on a Saturday or Sunday, it will generally be observed on the preceding Friday or following Monday and will be communicated as such by the Head of HR.

In addition to the holidays above, nonexempt employees are given one (1) week paid time off for Spring Break and one (1) week paid time off during the December Winter Break, which for those employees shall be construed as holiday pay. Other days during the school year, such as days during the School's calendared breaks or closures (other than the holidays noted above), shall not be paid time for nonexempt employees in active status.

To be eligible for holiday pay, an employee must be full-time, nonexempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees, and teachers are not eligible for holiday pay. However, exempt employees and teachers will receive their regularly scheduled pay during holidays.

Holiday hours do not count as hours worked for purposes of calculating overtime. Other than approved holidays, specified days off and sick days, all employees (exempt and nonexempt) are expected to be at work on all scheduled work days. Employees on any leave of absence do not earn holiday pay.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance through Paycom. The employee will be paid if the religious holiday is taken as a personal necessity day.

Unpaid Leave of Absence

Caliber recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Caliber may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by Caliber's CEO or designee.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Caliber offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Caliber employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Eligible employees accrue four (4) hours of paid sick leave for each pay period worked. Paid sick leave is capped at forty-eight (48) hours per year for full-time employees and twenty-four (24) hours per year for part-time employees.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of at least one (1) hour.

Employees will not receive pay in lieu of unused sick leave and unused sick leave will not be paid out upon separation from employment. Sick leave may only be utilized for personal necessity as described below.

Employees who are unable to report to work due to personal or dependent illness or injury must contact their supervisor prior to their normal starting time and indicate the anticipated duration of the time away from work due to illness, if possible, and no later than two (2) hours before their normal starting time, unless there is an emergency.

Employees absent longer than three (3) days due to illness may be required to provide medical evidence of illness and/or medical certification of fitness to return to work satisfactory to Caliber.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by Caliber. If employee continues to have unapproved absences and does not furnish a physician's note, employee may be put on a corrective action plan and further action, including termination may be taken.

Personal Necessity Leave

Employees may use up to forty (40) hours of sick leave for personal necessity annually. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the employee's immediate family (in addition to bereavement leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Personal necessity does not carry over from year to year, and is not paid out upon separation from employment, as this leave is part of the sick leave provided above. Personal necessity leave is not a form of vacation leave.

Family Care and Medical Leave

This policy explains how Caliber complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Caliber to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by Caliber for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where Caliber has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by Caliber, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Caliber's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either

inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, Caliber's or the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Caliber's or the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, Caliber and the employee may agree to have Caliber-provided paid leave, such as sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of Caliber's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by Caliber during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, Caliber will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, Caliber will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Caliber may recover the health benefit costs paid on behalf of an employee during their FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return

from leave” if they work less than thirty (30) days after returning from FMLA leave; and

2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of their own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Caliber. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Caliber’s request for certification) may result in denial of the leave request until such certification is provided.
2. Caliber will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Caliber may contact the employee’s health care provider to authenticate a certification as needed.
3. If Caliber has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, Caliber may request a second opinion by a health care provider of its choice (paid for by Caliber). If the second opinion differs from the first one, Caliber will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Head of HR. An employee asking for a Request for Leave form will be given a copy of Caliber’s then-current FMLA leave policy.
2. Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Caliber's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that Caliber will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. Caliber will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, Caliber will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to Caliber's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
 2. When a request for FMLA leave is granted to an employee (other than a "key" employee), Caliber will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
 4. If an employee can return to work with limitations, Caliber will evaluate those limitations and, if possible, will accommodate the employee as required by law. If

accommodation cannot be made, the employee will be medically separated from Caliber.

- **Limitations on Reinstatement**

1. Caliber may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to Caliber’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of Caliber’s employees within seventy-five (75) miles of the employee’s worksite.
2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that they qualify as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if Caliber determines that substantial and grievous injury to Caliber’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, Caliber will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause Caliber to suffer substantial and grievous injury. If Caliber realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without Caliber’s written permission. An employee who accepts such employment without Caliber’s written permission will be deemed to have resigned from employment at Caliber.

Pregnancy Disability Leave

This policy explains how Caliber complies with the California Pregnancy Disability Act, which requires Caliber to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 ¹/₃ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 ¹/₃ weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 ¹/₃ weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for Caliber. Caliber is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Sick leave accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.
4. Full-time employees will receive up to five (5) days’ of pay while on leave. No combination of pay, leave, and wage replacement benefits may result in the employee receiving more than 100% of their daily pay for any day.

- Health Benefits

Caliber shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Caliber can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of Caliber and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by Caliber. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Head of HR. An employee asking for a Request for Leave form will be referred to Caliber's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Caliber's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. Caliber will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Caliber will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. Caliber will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
 2. When a request for pregnancy disability leave is granted to an employee, Caliber will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with Caliber policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, Caliber will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Caliber.
- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without Caliber's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Caliber, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to their supervisor and Head of HR;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Head of HR; and
- Provide Caliber with a certification from the employee's health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is Caliber's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Caliber, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Caliber's operation.

- If an employee is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the employee's supervisor and the Head of HR and to the individual responsible for reporting to Caliber's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to Caliber's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from Caliber's approved medical facility before returning to work.
- Any time there is a job-related injury, Caliber's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Caliber shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Caliber shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued paid time off as wage replacement during time served, provided such paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Caliber will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if they left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if they left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to Caliber, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Caliber shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Caliber with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying

that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Caliber will grant up to three (3) consecutive days' paid time off to regular, full-time employees for the purposes of attending a funeral, making any necessary memorial arrangements, and/or traveling to and from the funeral or the employee's immediate family member. All other categories of employees are not entitled to paid bereavement leave. Caliber may request documentation to certify the need for such leave.

For the purposes of this policy, "immediate family members" include: parents, mother/father-in-law, persons who have raised the employee, spouse/domestic partner, child, grandparent, sibling, or grandchild.

Bereavement leave as stated above must be approved by the employee's direct supervisor in advance and in Paycom. Under extenuating circumstances, employees who are not eligible for paid bereavement leave or eligible employees who wish to extend their leave may request to do so in advance from their supervisors. In the event that Caliber approves such an advance request at its discretion, the absence or extended absence will be charged to the employee's personal necessity leave bank. If the employee has used all their accrued leave, the absence will be without pay.

Jury Duty or Witness Leave

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. Employee must input the Jury Duty request in Paycom. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits.

Employees who are called for jury/witness duty will receive their regular salary unless they do not work any hours during the course of a workweek. In the event that the employee must serve as a witness within the course and scope of their employment with Caliber, Caliber will provide time off with pay.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their supervisor at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Caliber will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Caliber, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where Caliber requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by Caliber for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to Caliber that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. Caliber may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Caliber provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Caliber with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Caliber one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Caliber will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the HR Department.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give their supervisor thirty (30) days' notice before returning from leave. Whenever Caliber is notified of an employee's intent to return from a leave, Caliber will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Head of HR.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by Caliber. This list of prohibited conduct is illustrative only and applies to all employees of Caliber; other types of conduct that threaten security, personal safety, employee welfare and Caliber's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Caliber. If an employee is working under a contract with Caliber which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Caliber property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Caliber property.
5. Fighting or instigating a fight on Caliber premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on Caliber premises.
8. Gambling on Caliber premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting unauthorized personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on Caliber premises without prior written approval of management, unless posting is on a Caliber bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or Caliber's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.

24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While Caliber does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Caliber legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Caliber or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Caliber's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Caliber, employees are expected to devote their energies to their jobs with Caliber. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Caliber.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Caliber.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Caliber.
- Additional employment that requires the employee to conduct work or related activities on Caliber's property during the employer's working hours or using Caliber's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Caliber.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the Head of HR explaining the details of the additional employment. If the additional employment is authorized, Caliber assumes no responsibility for it. Caliber shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Although employment with Caliber is at-will, Caliber requests that an employee who intends to voluntarily leave their employment with Caliber provide appropriate written notice to their supervisor. Should it become necessary for you to terminate your at-will employment with Caliber, please notify your supervisor regarding your intention as far in advance as possible to help ensure a smooth transition for your departure from Caliber. At least two (2) weeks' notice is

expected whenever possible.

All Caliber-owned property (laptops, cell phones, student files, student grades and work product, lesson plans, keys, files, identification badges, credit cards, etc.) must be returned immediately upon termination of employment.

If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of Caliber the opportunity to seek internal resolution of their work-related concerns. All employees have free access to Caliber’s administrators (e.g., Chief Executive Officer, Chief Operating Officer, School Leader, etc.) or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination and retaliation are addressed under Caliber’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Open Door Policy

At Caliber, we believe in transparency and feedback. Any employee with a suggestion, question, or complaint about their job, working conditions, or their treatment, is welcome to express their concerns and suggestions. For issues other than prohibited harassment, discrimination, or retaliation, employees are to take their concerns first to their supervisor, who will work with the employee to identify a solution. If the problem is still not resolved, the employee may present it to the Head of HR (or if the complaint is about the Head of HR to the Chief Operating Officer), preferably in writing, who will address your concerns. For issues that may arise from time to time between co-workers, we ask that you first attempt to address your concern directly with the co-worker, before involving your supervisor.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a Caliber employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Head of HR:

1. The complainant will bring the matter to the attention of the Head of HR or designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The Head of HR or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Chief Executive Officer, the complainant may file their complaint in a signed writing to the Board Chair, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, Caliber values each employee’s ability to express concerns and the need for resolution

without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Caliber employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Chief Executive Officer (or Board Chair if the complaint concerns the Chief Executive Officer) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Chief Executive Officer shall abide by the following process:

1. The Chief Executive Officer may designate the investigation of the complaint to a suitable Caliber or outside party.
2. The Chief Executive Officer or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
3. In the event that the Chief Executive Officer or designee finds that a complaint against an employee is valid, Chief Executive Officer (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chief Executive Officer (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
4. The Chief Executive Officer's (or designee's) decision relating to the complaint shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the Chief Executive Officer) or the Chief Executive Officer will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of Caliber in effect at the time of publication.

Caliber reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Caliber that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that Caliber may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of Caliber, you may file this form with the Chief Executive Officer or Board Chair.

Please review Caliber's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Caliber will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Caliber will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Caliber will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize Caliber to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Caliber will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by Caliber both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize Caliber to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Caliber to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by Caliber:

Received by: _____ Date: _____

1.1 Establishes standards-based learning objectives for instructional plans and creates aligned assessments				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Objectives are not measurable. listed as activities rather than student learning objectives Objectives reflect low challenge and are not aligned to grade level standards. Missing a clear connection big ideas or goals Missing cognitive (Depth of Knowledge Outcomes) 	<ul style="list-style-type: none"> Consists of a combination of learning objectives and activities Reflects meaningful or challegning content that somewhat aligned to the grade level standards May be missing cognitive (Depth of knowledge) outcomes 	<ul style="list-style-type: none"> Objectives are specific, clear, measurable, and student oriented Reflect meaningful and challenging grade level content aligned grade level standards Are clearly connected to disciplines big ideas, unit goals, and real life applications Includes appropriate depth of knowledge outcomes 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Reflect interdisciplinary grade level standards across a range of subjects/topics Focuses on high levels of cognition that increases the level of challenge of content outcomes Includes social emotional/character support
1.2 Organizes instructional plans to promote standards-based, cognitively engaging learning for students that require student ownership				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
TeacherBehaviors	<ul style="list-style-type: none"> Few students are engaged in meaningful or challenging work. Tasks are not sequences to provide students adequate time for practice and/or tasks primarily require students to remember and repeat facts/ basic information Tasks do not require students to share their thinking 	<ul style="list-style-type: none"> Some students are engaged in meaningful or challenging tasks that are aligned to the grade level standards and objectives Tasks are sequenced so that students spend some time reading, writing, discussing, analyzing, problem solving, or applying concpets in support of their learning objective Tasks require students to state their thinking but do not require them to jstify using examples or textual evidence 	<ul style="list-style-type: none"> Most students are engaged in meaningful and challenging tasks Tasks are sequenced so that students spend the majority of the lesson reading, writing, discussing, analyzing, problem solving, or applying concepts in order to support mastery of the objective Tasks require students to justify their thinking with textual evidence, examples, or responding to other peopes thinking verbally or in writing Teacher uses and supports student use of media, technology, and or tools in a way that meaningfully enhances student mastery Provides strategies for students to persevere in the face of difficulty(academic or behavioral). 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> All students are engaged in a meaningful task that represents a challenge that has been personalized for each student Students have access to choice or open selection to the use of media, technology and/or tools in a way that meaningfully enhances student mastery
1.3 Uses student data to guide planning and ensure student mastery				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Teacher does not analyze student data or student work to identify the extent to what standards were mastered Teacher does not know the degree to which a elsson was effective or achieved it instructional goals; or profoundly misjudges the success of a lesson Teacher has no suggestions for what could be improved for next steps in subsequent lessons 	<ul style="list-style-type: none"> Teacher reviews some data and student work to make generalizations about the extent to which the objectives and standards we re achieved Teacher states whether or not a lesson was effective, but only somewhat describes the extent to which it achieved its objective or its impact on student learning Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students' dignity. Teacher makes some suggestions about ways in which instruct can be improved. 	<ul style="list-style-type: none"> Teacher analyzes student data and student work to identify the extent to which the objective and standards were achieved. Teacher makes and accurate assessment of a lesson's effectiveness (i.e. extent to which it achieved its objective and impact on student learning) and can provide the evidence to support The teacher describes next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Teacher analyzes student data and student work, identifies patters and trends in student achievement. Teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning
1.4 Uses knowledge of subject matters and pedagogical skills to plan for student learning				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Teacher has very little content understanding Teacher has very little understanding of student mastery Teacher does not anticipate students misconceptions and confusions 	<ul style="list-style-type: none"> Teacher has some content understanding, but does not understand how it connects to the big picture Teacher has some understanding of student mastery, but does not put forward a criteria for success Teacher anticipates some students misconceptions and confusions, but not all 	<ul style="list-style-type: none"> Teacher understands that there will be no student mastery of concept unless there is adult mastery first Teahcer understands the purpose of different lessons and transfers that understanding of their students being successful Teacher anticipates students misconceptions and confusions, as well as develops strategies to overcome them. There is also a plan to deepen students understanding when they already have complete mastery 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Teacher understands the importance of understanding all content and becoming an expert on the content to deeply understand student misconceptions
1.5 ELD Support				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4

Teacher Behaviors	<ul style="list-style-type: none"> • Teacher rarely incorporates ELD standards into core day content as part of integrated ELD Standards-driven •Teacher rarely engages ELD instructional best practices (GLAD SDAIE, SIOP, etc.) •Teacher rarely provides scaffolded, differentiated support to ELs 	<ul style="list-style-type: none"> • Teacher sometimes incorporates ELD standards into core day content as part of integrated ELD Standards-driven •Teacher sometimes engages ELD instructional best practices (GLAD SDAIE, SIOP, etc.) •Teacher sometimes provides scaffolded, differentiated support to ELs 	<ul style="list-style-type: none"> • Teacher frequently incorporates ELD standards into core day content as part of integrated ELD Standards-driven •Teacher frequently engages ELD instructional best practices (GLAD SDAIE, SIOP, etc.) •Teacher frequently provides scaffolded, differentiated support to ELs 	<p><i>In addition to effective has outstanding data to support ELs are progressing through grade level standards</i></p>
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2.1 Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention. Does not demonstrate understanding of differences of cultures Does not provide representation of students' culture and interest, and the students' community, family and/or background. Dismisses, ignores or inappropriately handles cultural and diversity issues. 	<ul style="list-style-type: none"> Inconsistently facilitates students' equitable access to content, participation, peer interaction and/or teacher attention. Interacts with students in ways that accept and fosters students' differences that may be different from teacher's own. Limited evidence of students' culture, family and/or background is present. Attempts to address cultural and diversity issues. 	<ul style="list-style-type: none"> Consistently facilitates students' equitable access to content, participation, peer interaction and teacher attention. Interacts with students in ways that validates, respects and encourages their unique identity and differences Varied cultural perspectives (e.g. students' culture, the culture of disability, community, family, background) are represented in the classroom through lessons, participation, and visuals and/or artifacts. Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Encourages students to think critically about dissenting and diverse viewpoints, equity and bias in society and/or understand and question historic and prevailing currents of thought. Cultivates students' ability to understand and openly discuss drivers of opportunity and equity in society. Utilizes visuals and artifacts representing various cultures/world groups other than students' own.
Student Behaviors	<ul style="list-style-type: none"> Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom. Students do not make positive connections between school and personal experiences. Students raise cultural or diversity issues in a derogatory or dismissive way. 	<ul style="list-style-type: none"> The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom. Students make occasional, positive connections between school and personal experiences. Some students recognize, discuss and/or acknowledge cultural perspectives other than their own. 	<ul style="list-style-type: none"> High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom. Students are secure being themselves, evidenced in sharing artifacts from home, interests, view points and/or personal experiences. Students recognize, discuss and/or acknowledge cultural perspectives other than their own. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students explore, share and apply their cultural perspectives. Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways.

2.2 Self Love and Knowledge

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<p>Teacher RARELY A. Teachers provide students opportunities to learn who they are and where they come from.</p> <p>B. Students study different aspects of their identities and the histories associated with it.</p> <p>C. Negative stereotypes about student identities are deconstructed.</p> <p>D. Engages students in activities to learn about their own identity and identity of others</p>	<p>Teacher sometimes A. Teachers provide students opportunities to learn who they are and where they come from.</p> <p>B. Students study different aspects of their identities and the histories associated with it.</p> <p>C. Negative stereotypes about student identities are deconstructed.</p> <p>D. Engages students in activities to learn about their own identity and identity of others</p>	<p>Teacher FREQUENTLY A. Teachers provide students opportunities to learn who they are and where they come from.</p> <p>B. Students study different aspects of their identities and the histories associated with it.</p> <p>C. Negative stereotypes about student identities are deconstructed.</p> <p>D. Engages students in activities to learn about their own identity and identity of others</p>	<p>Teacher EXCEEDS A. Teachers provide students opportunities to learn who they are and where they come from.</p> <p>B. Students study different aspects of their identities and the histories associated with it.</p> <p>C. Negative stereotypes about student identities are deconstructed.</p> <p>D. Engages students in activities to learn about their own identity and identity of others</p>

2.3 Respect for Others

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<p>RARELY A. Teachers provide students opportunities to share knowledge about their own cultural background with their classmates.</p> <p>B. A climate of respect for diversity through students' learning to listen with kindness and empathy to the experiences of their peers is created.</p> <p>C. Students deconstruct stereotypes about their peers' identities.</p>	<p>SOMETIMES A. Teachers provide students opportunities to share knowledge about their own cultural background with their classmates.</p> <p>B. A climate of respect for diversity through students' learning to listen with kindness and empathy to the experiences of their peers is created.</p> <p>C. Students deconstruct stereotypes about their peers' identities.</p>	<p>FREQUENTLY A. Teachers provide students opportunities to share knowledge about their own cultural background with their classmates.</p> <p>B. A climate of respect for diversity through students' learning to listen with kindness and empathy to the experiences of their peers is created.</p> <p>C. Students deconstruct stereotypes about their peers' identities.</p>	<p>ALWAYS and EXCEEDS A. Teachers provide students opportunities to share knowledge about their own cultural background with their classmates.</p> <p>B. A climate of respect for diversity through students' learning to listen with kindness and empathy to the experiences of their peers is created.</p> <p>C. Students deconstruct stereotypes about their peers' identities.</p>

2.4 Fosters a motivational, respectful, and joyful classroom environment

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
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TeacherBehaviors	<ul style="list-style-type: none"> • Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement. • Solicits or acknowledges little to no student input. • Interactions between teacher/student or student/student are not respectful. • Does not model encouragement and enthusiasm. 	<ul style="list-style-type: none"> • Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence. • Invites student input, but teacher may rush or be dismissive about it. • Interactions between teacher/student or student/student are generally respectful. • Inconsistently models encouragement and enthusiasm. • Encourages students to persevere in the face of difficulty. 	<ul style="list-style-type: none"> • Communicates that effort-based learning is the path to achievement and demonstrates a belief that all students are competent. • Regularly solicits, values, and acknowledges input from students • Interactions between teacher/student and student/student foster mutual respect. • Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. • Provides strategies for students to persevere in the face of difficulty (academic or behavioral). 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Reminds students of past challenges they have faced and overcome, pointing to students’ self-efficacy.</i> • <i>Models and acknowledges academic risk-taking.</i>
StudentBehaviors	<ul style="list-style-type: none"> • Few students engaged in lesson. • Students do not persevere with tasks when they begin to struggle. • Students are unsupportive of peers. • Students ignore others when speaking or asking questions. • Few students take leadership roles. 	<ul style="list-style-type: none"> • Some students engage in lesson. • Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly. • Students are sometimes supportive of peers and offer assistance. • Some students listen and focus on teacher or peers when they are speaking. • Some students take leadership roles. 	<ul style="list-style-type: none"> • Most students engage in lesson or become engaged when prompted by teacher. • Students persevere with tasks by seeking out and using available resources • Students are consistently supportive of peers and offer assistance and encouragement. • Most students listen and focus on teacher or peers when they are speaking. • Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement.</i> • <i>Students encourage their peers to exercise classroom leadership.</i>

2.5 Implements high, clear expectations for student behavior and routines

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • Expectations for student behavior are not stated and responses to misbehavior seem random. • Focuses only on correcting misbehavior of students. • Responses to misbehavior are ineffective or inequitable and do not respect students’ dignity. • Instruction is frequently interrupted to address misbehavior or misbehavior that detracts from students’ learning goes unaddressed. • Rituals and routines do not exist, resulting in mishandling of resources and/or loss of instructional time. 	<ul style="list-style-type: none"> • Expectations for student behavior are either inconsistently stated or applied. • Focuses on misbehavior of students, but occasionally recognizes positive behavior. • Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students’ dignity. • Instruction is occasionally interrupted to address misbehavior or some misbehavior that detracts from student learning goes unaddressed. • Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time. 	<ul style="list-style-type: none"> • High expectations for student behavior are clearly taught, consistently communicated, equitably applied to all students. • Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations. • Responses to misbehavior are equitable, respect students’ dignity/cultural differences and are sensitive to students’ needs (including any disabilities). • Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from student learning is addressed. • Clear rituals and routines make transitions and handling of resources efficiently, maximizing instructional time. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.</i>
Student Behaviors	<ul style="list-style-type: none"> • Students’ misbehavior consistently detracts from others’ learning. • Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher. • Students display anger, embarrassment, sadness or fear due to teacher’s disrespectful or unfair response to their behavior. 	<ul style="list-style-type: none"> • Students’ misbehavior sometimes detracts from others’ learning. • Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher. • Students follow classroom rituals and routines with teacher prompting. 	<ul style="list-style-type: none"> • Students’ misbehavior rarely detracts from others’ learning. • Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher. • Students follow classroom rituals and routines with minimal teacher prompting. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Students self-manage their behavior and support their peers.</i> • <i>Students prompt each other to follow classroom rituals and routines.</i>

2.6 Classroom resources and physical environment support students and their learning

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • Classroom is not arranged to facilitate learning or student interaction. • Student work is not posted or accessible. • Resources, when available, are not accessible and/or not utilized by students. 	<ul style="list-style-type: none"> • Classroom is partially arranged to facilitate learning and student interaction. • Student work is evident in the classroom, in student materials and/or digitally. • Resources are accessible but do not adequately support the learning goals 	<ul style="list-style-type: none"> • Classroom arrangement promotes learning and student interaction for all • Current and/or relevant student work (e.g., exemplars) is well-represented in a variety of formats and utilized in instruction. • Resources (including clear academic and behavioral anchor charts) are readily accessible to students and are utilized as needed throughout the class in support of learning goals. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Posted relevant exemplars demonstrate proficient/advanced work and specify why work is proficient.</i> • <i>Explains why particular tools or resources are best to help students be savvy information consumers and learners of specific disciplines.</i>

Student Behaviors	<ul style="list-style-type: none"> • Students do not use resources for intended purposes. 	<ul style="list-style-type: none"> • Some students use resources for intended purposes. • Students maintain organization of personal materials (e.g., notebooks, pencil cases, folders). 	<ul style="list-style-type: none"> • Most students use resources for intended purposes. • Students respect and/or maintain organization of classroom resources (e.g., books, manipulatives, computers and other digital tools). • Students independently reference examples of proficient or advanced work and criteria for the work. • Students are proficient and comfortable interacting with classroom resources and digital tools. 	<i>In addition to “Effective”:</i> <ul style="list-style-type: none"> • <i>Students add to the physical environment, positively impacting the classroom climate</i>
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2.7 Builds Positive Relationships

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • I rarely demonstrate to all important stakeholders that I appreciate him or her as an individual (e.g., appropriate eye-contact, greeting, etc). • I rarely use the interests and experiences of my students when speaking to any and all stakeholders • I rarely show stakeholders that I care about them and the achievement of students • I rarely create structures at school where all stakeholders feel engaged with me and appreciated • I rarely resolve interpersonal conflicts that come up in a solutions oriented way • I rarely form meaningful, supportive relationships with all stakeholders: Staff, students, and families 	<ul style="list-style-type: none"> • I sometimes demonstrate to all important stakeholders that I appreciate him or her as an individual (e.g., appropriate eye-contact, greeting, etc). • I sometimes use the interests and experiences of my students when speaking to any and all stakeholders • I sometimes show stakeholders that I care about them and the achievement of students • I sometimes create structures at school where all stakeholders feel engaged with me and appreciated • I sometimes resolve interpersonal conflicts that come up in a solutions oriented way • I sometimes form meaningful, supportive relationships with all stakeholders: Staff, students, and families 	<ul style="list-style-type: none"> • I demonstrate to all important stakeholders that I appreciate him or her as an individual (e.g., appropriate eye-contact, greeting, etc). • I use the interests and experiences of my students when speaking to any and all stakeholders • I display to all stakeholders that I care about them and the achievement of students • I create structures at school where all stakeholders feel engaged with me and appreciated • I resolve interpersonal conflicts that come up in a solutions oriented way • I form meaningful, supportive relationships with all stakeholders: Staff, students, and families 	<i>In addition to “Effective”:</i> <ul style="list-style-type: none"> • I go the extra mile to create and sustain relationships with students, staff, and families

2.8 Strong Communication Skills

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • Inconsistently communicates with families and/or communicates about students in formats that may be inaccessible to families. • Contact with families limited to conveying concerns. • Rarely displays understanding or empathy toward families that are not from the same background. 	<ul style="list-style-type: none"> • Few attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels. • Communicates with families about general classroom information. • Presents school-related celebrations and/or concerns to families. • Invites families and community members but inconsistently fosters a sense of belonging. • Listens to students’ concerns but is inconsistently solution-oriented. 	<ul style="list-style-type: none"> • Communicates* in a timely, user-friendly manner (including digitally and in a variety of languages if feasible) to students and families about instructional programs, assessments and students’ progress/achievement. • Engages in meaningful, two-way dialogue with families where information is respectfully shared for the purpose of improving students’ growth. • Makes families and community members feel welcome and valued. • Advocates for individual student’s needs within the school community. 	<i>In addition to “Effective”:</i> <ul style="list-style-type: none"> • Facilitates meaningful stakeholder participation by engaging in multiple, diverse, collaborative opportunities to improve school climate, culture and academic learning. • Puts additional structures in place to regularly involve families in students’ learning and achievement. • Advocates for school-wide structural and/or process changes to meet the needs of a diverse student population and achieve equity

3.1 Clearly communicates the objective, or teaching point for the lesson, connecting it to the real world and its importance				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Objective(s) are not evident or clear Objective(s) are unrelated to the specific lesson and/or not appropriate. Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more the lesson focus. 	<ul style="list-style-type: none"> Objective(s) are evident at the beginning of the lesson, but teacher does not make connections to objective(s) throughout the lesson. Objective(s) are appropriate for content, grade level and/or student needs. Connects content activities or tasks to objective(s); but connections to big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations are not made. 	<ul style="list-style-type: none"> Clearly communicates the content throughout the lesson. Objective(s) are standards-based and appropriately rigorous for grade-level content and student needs. Explicitly connects content activities or tasks to objective(s) and to discipline's big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>There is a distinct connection between the learning objectives and students internalizing that information</i>
Student Behaviors	<ul style="list-style-type: none"> Students struggle to articulate what they are learning. They may be able to describe tasks, but not objective(s). Few students demonstrate progress toward mastery of objective(s). Students are unable to explain how lesson tasks connect to objective(s). 	<ul style="list-style-type: none"> Students read or state objective(s), but demonstrate limited understanding of the objective(s) as evidenced through their questions, comments, and work. Some students demonstrate progress toward mastery of objective(s). Students explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals and/or real-world situations. 	<ul style="list-style-type: none"> Students demonstrate understanding of objective(s) as evidenced through their questions, comments, and work. Most students demonstrate progress toward mastering the objective(s). Students connect objective(s) to previous learning, unit goals, and/or real-world situations. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>Students expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between objective(s) and units or life).</i>
3.2 Student Ownership of Learning that empowers the students to own their work				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> A clear criteria for success is not being used Teacher centered classroom 	<ul style="list-style-type: none"> Sometimes teacher models using a clear criteria for success Sometimes teacher facilitates learning so that students are being challenged and are doing the heavy cognitive lifting/thinking There is a way for students to see data but teacher is still driving this 	<ul style="list-style-type: none"> Teacher modeled using a clear criteria for success Teacher facilitates learning so that students are being challenged and are doing the heavy cognitive lifting/thinking Teacher facilitates learning so that students are constructing, analyzing, applying logic and/or considering diverse perspectives and being a ChangeMaker to create a solution Teacher facilitates learning so that students are creating and tracking their personal learning goals and targets. Teacher models this process for students 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>Provides opportunities for all students to self-evaluate, reflect and share their problem-solving strategies and/or new ideas.</i> <i>Prompts students to evaluate peers' arguments and/or reasoning.</i> <i>Provides digital resources/tools as an integrated component of the rigorous tasks.</i>
Student Behaviors	<ul style="list-style-type: none"> Very little engagement and ownership of learning Few students are being challenged and are doing the heavy cognitive lifting/thinking 	<ul style="list-style-type: none"> Few students are using a clear criteria for success Few students are being challenged and are doing the heavy cognitive lifting/thinking Few students are constructing, analyzing, applying logic and/or considering diverse perspectives and being a ChangeMaker to create a solution Few students are creating and tracking their personal learning goals and targets 	<ul style="list-style-type: none"> Students are using a clear criteria for success Students are being challenged and are doing the heavy cognitive lifting/thinking Students are constructing, analyzing, applying logic and/or considering diverse perspectives and being a ChangeMaker to create a solution Students are creating and tracking their personal learning goals and targets and reflecting on their progress towards them 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>Students think in increasingly complex ways and are able to apply their knowledge to real-world situations.</i> <i>Students think about systems, not just isolated parts, when approaching tasks.</i> <i>Students ask each other questions aligned to the objective(s) that exhibit higher-level thinking.</i> <i>Students provide support for one another to master the objective(s).</i>
3.3 Intentionally uses instructional methods and pacing specific to one student or a group of students to target specific areas				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4

Teacher Behaviors	<ul style="list-style-type: none"> Instructional method(s), activities and materials are ineffective and do not support student mastery of objective(s). Lesson structure is not coherently sequenced or appropriately paced. Demonstrates inadequate knowledge of content areas, key concepts, structures, standards and/or content-specific terminology; or content taught is sometimes inaccurate. Does not address students' misconceptions during instruction. Does not use oral and/or written language that is comprehensible to students. Balance of teacher/student talk detracts from student learning and is not appropriate for chosen teaching methodology. 	<ul style="list-style-type: none"> Instructional method(s), activities and materials either build on students' prior knowledge or support students' mastery of objective(s), but not both. Lesson structure is either coherently sequenced or appropriately paced, but not both. Demonstrates knowledge of some combination of content areas, key concepts, structures, standards and/or content-specific terminology. Inconsistently addresses students' misconceptions during lesson. Uses oral and/or written language comprehensible to some students. Balance of teacher/student talk sometimes contributes to student learning and is appropriate for chosen teaching methodology. Use of media, technology and/or tools does not enhance the lesson. 	<ul style="list-style-type: none"> Instructional method(s), activities, and materials effectively build on students' prior knowledge and support students' mastery of objective(s). Lesson structure is both coherently sequenced and appropriately paced. Demonstrates accurate knowledge of content areas, key concepts, structures, standards and content-specific terminology. Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs. Consistently uses oral and/or written language that is comprehensible Balance of teacher/student talk consistently contributes to student learning and is appropriate for chosen teaching methodology. Use of media, technology and/or tools enhances the lesson. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas.</i> <i>Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions.</i> <i>Provides extension activities that allow students to explore essential questions.</i>
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3.4 Ensures all students' active and appropriate use of academic language

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Does not teach academic language. Does not provide opportunities for students to use academic language and/or does not do so in a rigorous, authentic way. Does not acknowledge students' use of academic language and/or does not address incorrect academic language usage. Does not encourage use of complete sentences. 	<ul style="list-style-type: none"> Inconsistently and/or indirectly teaches and models academic language. Provides some opportunities for students to use academic language in rigorous, authentic ways. Inconsistently acknowledges students' use of academic language and addresses some instances when academic language is not used and/or is used incorrectly. Inconsistently encourages use of complete sentences. 	<ul style="list-style-type: none"> Consistently and explicitly teaches and models precise academic language connected to the objective(s) Provides frequent opportunities within the content for students to use academic language in rigorous, authentic ways through listening, speaking, reading and writing. Acknowledges students' use and attempts at using academic language to develop concepts, and coaches students when academic language is not used or is used incorrectly. Consistently encourages students to use complete sentences. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>Enables students' transfer of academic language to real-world situations.</i>
Student Behaviors	<ul style="list-style-type: none"> Few students use academic language with the teacher, peers and/or in their writing. Students are not observed using academic language Students rarely use content vocabulary and/or use it incorrectly. 	<ul style="list-style-type: none"> Some students use academic language with the teacher, peers and/or in their writing. Some students are observed using target language Students attempt to use content vocabulary but sometimes use it incorrectly. 	<ul style="list-style-type: none"> Students use academic language with the teacher, peers and in their writing. Students are observed using academic language in a variety of contexts and for cognitively demanding tasks, often in collaboration with other students. Students regularly and accurately use content vocabulary and language forms relevant to the objective(s). 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <i>Students are observed encouraging one another to use academic language</i>

3.5 Provides students with academically-focused descriptive feedback aligned to a particular individual or groups learning goal(s)

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
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Teacher Behaviors	<ul style="list-style-type: none"> Provides feedback to only a few students. Feedback is not descriptive or timely; may be limited to evaluative or motivational (e.g., “good job”; “I know you can do it”). Does not provide next steps for students. 	<ul style="list-style-type: none"> Provides academically focused descriptive feedback to some students and/or during some parts of the lesson. May provide timely descriptive feedback on students’ progress toward mastery of objective(s), but majority of feedback is focused on task completion. Identification of students’ next steps is not clearly evident. 	<ul style="list-style-type: none"> Provides academically focused descriptive feedback to most students throughout the lesson. Provides timely academically focused descriptive feedback allowing students to know their progress toward mastery of the objective(s). Clearly identifies students’ next steps, focusing on students’ strengths and areas for growth. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Provides academically focused descriptive feedback to all students. Intentionally provides opportunities for students to give one another academically focused descriptive feedback. Ensures that students can identify next steps. Feedback inspires further thinking and can be transferred to other contexts.
Student Behaviors	<ul style="list-style-type: none"> Few students are clear on steps needed to make progress towards mastery of objective(s). 	<ul style="list-style-type: none"> Some students are clear on steps needed to make progress towards objective(s). 	<ul style="list-style-type: none"> Most students apply academically focused descriptive feedback to their work in order to take next steps and make corrections and/or revisions that support them in mastering objective(s). 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Students provide academically focused descriptive feedback to each other. Students explain how their work/responses meet the expectations of objective(s). Students are able to explain steps needed to improve their work.

3.6 Provides students avenues where communication and collaboration with one another is part of who we are and what we do

Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> Few students effectively communicate for the intended purpose/audience Few students ask questions. Students interact inappropriately in diverse groups. Few students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Some students effectively communicate for the intended purpose/audience Students ask the teacher questions and express opinions. Students interact appropriately in diverse groups, but do not attempt to understand others’ perspectives. Some students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Students effectively communicate for the intended purpose/audience Students ask teacher and peers questions, expand on other’s thinking and construct oral and written arguments that are supported by evidence. Students interact appropriately in diverse academic discussions (e.g., one-on-one, small group, or whole class settings and come to understand others’ perspectives). Most students assume personal responsibility for individual and collaborative work. Students collaborate to answer questions, build understanding and solve problems. As appropriate, students use various digital tools and resources for researching, communicating and collaborating. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s). Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments.
Student Behaviors	<ul style="list-style-type: none"> Few students effectively communicate for the intended purpose/audience in the target language. Few students ask questions. Students interact inappropriately in diverse groups. Few students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Some students effectively communicate for the intended purpose/audience Students ask the teacher questions and express opinions. Students interact appropriately in diverse groups, but do not attempt to understand others’ perspectives. Some students assume personal responsibility for group work. 	<ul style="list-style-type: none"> Students effectively communicate for the intended purpose/audience Students ask teacher and peers questions, expand on other’s thinking and construct oral and written arguments that are supported by evidence. Students interact appropriately in diverse academic discussions (e.g., one-on-one, small group, or whole class settings and come to understand others’ perspectives). Most students assume personal responsibility for individual and collaborative work. Students collaborate to answer questions, build understanding and solve problems. As appropriate, students use various digital tools and resources for researching, communicating and collaborating. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Students set goals for their collaborative groups and evaluate their progress toward meeting objective(s). Students independently engage in accountable talk to challenge thinking, push for evidence and/or refine arguments.

4.1 During professional development, engages in critical reflection, constantly revising practice to increase effectiveness				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • Rarely is present and actively participates during professional development sessions • Rarely tries new ideas that are learned or presented in workshops and PD in lesson plans and execution • Rarely seeks out and implements professional development strategies in his/her classroom. 	<ul style="list-style-type: none"> • Sometimes is present and actively participates during professional development sessions • Sometimes tries new ideas that are learned or presented in workshops and PD in lesson plans and execution • Sometimes seeks out and implements professional development strategies in his/her classroom. 	<ul style="list-style-type: none"> • Is present and actively participates during professional development sessions • Tries new ideas that are learned or presented in workshops and PD in lesson plans and execution • Actively seeks out and implements professional development strategies in his/her classroom. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Helps to bring new ideas to the team and volunteers to run professional development</i>
4.2 Engages in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • Rarely researches, shares, and collaborates about new teaching practices that are effective • Rarely takes advantage of learning experiences both in and out of school and eagerly shares best practices learned • May attend meetings but is indifferent/inattentive to information shared. • Works in isolation and/or rarely shares information about students. • Infrequently collaborates with educational specialists when school time is provided. 	<ul style="list-style-type: none"> • Sometimes researches, shares, and collaborates about new teaching practices that are effective • Sometimes takes advantage of learning experiences both in and out of school and eagerly shares best practices learned • Attends team meetings; is attentive, conveys interest and sometimes contributes to team efforts. • Actively listens and receives information but may not make instructional changes. • May collaborate when appropriate or asked with some specialists to meet the needs of some students by participating in scheduled meetings and providing requested students’ data. 	<ul style="list-style-type: none"> • Researches, observes, experiments, shares, and collaborates new teaching practices that are effective • Takes advantage of learning experiences both in and out of school and eagerly shares best practices learned • Consistently contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. • Shares information about students with colleagues in formal collaborative meetings and informally as teachers discuss their work and leverages what is learned to make instructional changes. • General education teacher and educational specialist collaborate, making adjustments to daily lessons where applicable. • Collaboratively examines and thoughtfully implements school and district policies/procedures. • Acts professionally, expresses disagreement tactfully, 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Provides opportunities for all staff members to learn from best practices Builds team capacity and drives team effectiveness.</i> • <i>Clear leader among peers and stakeholders.</i> • <i>Creates and actively seeks opportunities that contribute to a positive school climate and culture.</i>
4.3 Open to feedback and has a growth mindset for self and students				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4
Teacher Behaviors	<ul style="list-style-type: none"> • Rarely reflects on the effectiveness of a lesson. • Unreceptive to feedback. • Demonstrates minimal improvement despite valuable feedback/coaching. • Rarely acknowledges, in a safe environment, biases/limitations. 	<ul style="list-style-type: none"> • Reflects on the effectiveness of lessons, but insights and/or changes in practice are limited. • Open to receiving valuable feedback from others. • Inconsistently shifts practice in response to valuable feedback. • Examines own biases/perceptions/pedagogical practices to understand their impact upon teaching and learning. 	<ul style="list-style-type: none"> • Consistently reflects on the effectiveness of lessons (e.g., methodology, pacing, differentiation, etc.) to guide future lesson planning/delivery. • Asks for and is consistently open to feedback. • Consistently shifts classroom practice after receiving valuable feedback from others (e.g., principal/AP, peer observer, coach, specialist, colleagues, students) to increase her/his effectiveness. • Consistently reflects on own biases/perceptions/pedagogical practices and mitigates the negative impact on students through culturally responsive practices. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • <i>Models self-reflection for others, encouraging a culture of improvement.</i> • <i>Actively solicits and acts on feedback from multiple sources.</i> • <i>Helps to lead or develop cultural competence practices.</i>
4.4 The essentials to professionalism are fulfilled daily				
Observable Evidence	Not Meeting: 1	Approaching: 2	Effective: 3	Distinguished: 4

Teacher Behaviors	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	<i>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</i>
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LEADERSHIP EXCELLENCE FRAMEWORK

INTRODUCTION

Vision. The Leadership Excellence Framework (LEF) is a collaborative, living tool providing a shared vision for leadership at Caliber Schools. The LEF guides individualized leadership development to ensure that all leaders embody our mission, vision, and values, and our students excel in Heart, Smart, Think, and Act.

Organization. The LEF describes the competencies and behaviors considered most important to leaders at all levels at Caliber. Along with the visual model, the Framework provides a high-level architecture that organizes its six core competencies and demonstrates how they relate to each other. Each competency in the Framework includes key behaviors that make up the competency and that describe the actions a leader takes that demonstrate proficiency in that competency.



Specifically, **Leading Self** is at the *center* of the model, and incorporates values-based leadership (aligned with Caliber’s values) as well as most elements of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework (Responsible Decision-Making is included in another core competency). Surrounding the center are the core competencies of **Leading for Equity**, **Leading Others**, and **Leading for Results**. No matter which role a leader occupies at Caliber, these core competencies are critical to a leader’s success. The arrows represent that the competencies are not discrete, rather that they are fluid and interact with each other. **Leading for Equity** is at the top of this trio given its primacy to the mission and goals of Caliber. **Leading for Results** directly feeds into **Leading for Equity**, as ultimately, if Caliber achieves the bold outcomes that we have for our students, this ultimately fuels and helps us achieve the equity we strive for. The outer ring is topped by the competency— **Leading for Learning – Social Emotional and Academic** —which is at the heart of Caliber as an educational organization. Social-emotional and academic learning are both called out specifically to show that they are both extremely important to our work at Caliber and that learning in one arena cannot take place without learning in the other. The organization’s core ‘business’ of learning is supported by **Leading for Operations Excellence**—which accounts for its foundational orientation on the visual. The roles of some leaders in the organization may be more represented by the core competency **Leading for Learning**, while other roles may be more represented by **Leading for Operations Excellence**.

The Framework lays the foundation for associated tools (such as the Leadership Excellence Rubric) that will enable Caliber to further its feedback and development-oriented culture, outline a development path for future leaders, and strengthen accountability for what effective leadership at Caliber looks like.

LEADING SELF

Values-Based Leadership. Models the values of **feedback, affirmation and validation, collective responsibility,** and **empathy and kindness** with families, staff, and students.

Self Awareness. Knows one's strengths and limitations and possesses a well-grounded sense of confidence, optimism, and a 'growth mindset.'

Self Management. Manages stress, regulates impulses, and motivates self to set and achieve goals.

Social Awareness. Adopts an assets-based approach and seeks to understand the perspectives of others, including those from diverse backgrounds and cultures, and empathizes with them. Examines one's own biases, understands and appreciates the culture and norms of different groups, as well as unpacks histories of oppression and discrimination.

Constant Learning. Seeks feedback, self-reflects, and adapts own leadership practices. Is curious and engages in learning opportunities aligned with individual and student needs. Accepts personal responsibility for mistakes.



LEADING FOR EQUITY

Beliefs. Is committed to diversity, equity, and inclusion, and models the disruption of harmful practices by focusing on rigorous academic experiences and holistic approaches to student development that result in students making the same levels of progress and achievement as their white counterparts.

Vision and Goals. Outlines a clear vision for diversity, equity, and inclusion, including measurable goals and action steps to achieve that vision.

Identity-Safe Environment. Creates an identity-safe environment by interacting with all stakeholders in a way that validates and affirms their unique identities and roles, in support of student success, and expects others to do the same.

Authentic Stakeholder Engagement. Creates structures for authentic stakeholder engagement with culturally relevant practices, an 'open door culture,' and clear and consistent communication.

Decision-Making and Problem-Solving. Builds diverse representation across the organization, particularly at levels of formal and informal power and decision-making.

Staff Opportunities. Creates systems and processes to support staff opportunities for advancement and success across race that are fair and consistent and that do not replicate societal inequities in advancement, development, and compensation.

Professional Development. Models and develops staff in the teachings of critical race theory, including how to have courageous conversations about race and how to recognize and interrupt microaggressions.



LEADING OTHERS

RELATIONSHIPS AND COMMUNICATION

Builds Relationships. Forms meaningful, trusting relationships with all stakeholders, including staff, students, and families.

Cultural Competence. Communicates and works effectively with those from diverse backgrounds, adjusting behavior according to cultural norms and cues.

Communication. Communicates clearly and listens actively.

Collaboration. Cooperates with others and provides opportunities for collaboration among others.

Courageous Conversations. Engages in courageous conversations. Effectively intervenes with individual and group challenges, negotiating and resolving conflict constructively.

DIRECTION SETTING

Building Culture. Creates clear rituals, routines, systems, structures, and visual artifacts to invest and engage students and staff in the vision, mission, and values of the organization.

TALENT MANAGEMENT AND DEVELOPMENT

Talent Management. Recruits, hires, assigns, and retains effective and diverse staff.

Team Development. Establishes structures to create a pipeline of leaders, providing movement and opportunities for staff. Trains, develops, and supports a high-performing leadership team.

Coaching. Develops capacity of staff through ongoing, individualized coaching and actionable feedback.

Evaluation. Conducts rigorous evaluation of staff for continuous improvement and accountability for results.

Meetings. Facilitates team and individual meetings.



LEADING FOR RESULTS

VISION AND STRATEGY

Strategic Vision and Prioritization. Strategizes and creates plans and priorities based on the organization's vision and mission. Adopts, implements, and integrates network priorities into those plans. Sets ambitious yet achievable goals by prioritizing what matters most.

Stakeholder Investment. Invests stakeholders in the organization's vision.

IMPLEMENTATION AND ACCOUNTABILITY

Implementation. Executes and iterates on the strategic plan to improve student outcomes.

Accountability. Inspires staff ownership of and accountability for the pieces of the vision and strategic plan applicable to their role.

Organization. Models effective task and time management, prioritizing efforts according to the network's Healthy Schools Framework, the Local Control and Accountability Plan (LCAP), and organizational goals.

Change Management. Leads change efforts effectively, using adaptive leadership skills to anticipate resistance and guide others through the change.

DECISION-MAKING

Critical Thinking and Problem-Solving. Gathers information from multiple relevant sources and stakeholders when problem-solving and analyzes, synthesizes, and contextualizes that information to solve problems.

Responsible Decision Making. Makes constructive, timely choices that support the individuals and teams they work alongside, matching decision-making processes to the situation appropriately.

CONTINUOUS IMPROVEMENT

Continuous Improvement. Monitors progress toward goals, reflects on successes and challenges, and makes adjustments as necessary.

Data-Based Improvements. Strategically selects, collects, and analyzes data to accurately assess progress toward goals, and teaches others to do the same.

Innovation. Models and encourages creation of innovative solutions to challenges.



LEADING FOR LEARNING

SOCIAL-EMOTIONAL LEARNING

Beliefs. Is fluent in the CASEL framework, has a clear understanding of the *why* behind social-emotional learning, and can differentiate it from character-based education. Recognizes and prioritizes the role mental health plays in human development and supports the whole child through wrap around services in the school setting.

Proactive Support Systems. Develops proactive, trauma-informed, evidence-based school-wide support systems to address tiered student needs.

Alignment with Academics. Aligns the initiatives, supports, and resources that braid social emotional learning and academics together. Integrates instructional and intervention support so that systemic changes are sustainable.

Restorative Justice Practices. Demonstrates an understanding of the *why* behind restorative justice practices and can articulate the role they play in promoting equity. Models and teaches school-level practices of restorative justice for students, staff, and families.

Student Culture. Develops and supports a school-wide student culture that sets high expectations for student behavior and is focused on the positive behavior of students.

ACADEMIC

Learning Environment. Designs and promotes a safe and productive learning environment by upholding consistent expectations and delivering situationally appropriate consequences for student behavior, aligned with social emotional learning and restorative justice practices.

Academic Opportunity. Ensures all students are met with high expectations through rigorous, standards-aligned curriculum that provides access to grade level content and promotes students' higher order thinking and through lesson execution that matches the demands and rigor of the standards.

Culturally and Linguistically Relevant Content and Pedagogy. Implements culturally and linguistically relevant content and pedagogy, reflecting and affirming the identities of students.

Instructional Planning. Creates systems and structures to support collaborative instructional planning among teachers related to standards-aligned curriculum, mastery tracking and student data analysis. Provides access to content knowledge expertise throughout planning cycles.

Observation and Feedback. Increases teacher effectiveness with consistent observation and feedback cycle.

Professional Development. Creates a scope and sequence that focuses on network and school site priorities and facilitates professional learning and coaching opportunities to help each teacher improve their instructional practice.

Data-Driven and Differentiated Instruction. Monitors multiple forms of student-level data to inform instructional and intervention decisions.



LEADING FOR OPERATIONS EXCELLENCE

In Service Of. Understands the community's needs and the organization's goals, and how excellence in operations supports them.

Problem-Solving. Anticipates problems when outlining plans and proactively develops contingency plans to adjust; when confronted with the unexpected, responds with an emotional constancy that is situationally appropriate and a solutions-orientation.

Quantitative Reasoning. Seeks out data to inform decision-making and analyzes data to make strong decisions.

Systems-Level Thinking. Develops sustainable operating processes that work well with the resources at hand.

Organizational Viability. Maintains a focus on the critical details essential for the organization's viability, including risk management, regulatory compliance, and legal guidelines.

External Relationships. Maintains solid working relationships with external partners such as the district, vendors, and those with expertise on compliance-related matters.

Resource Management. Manages resources (people, financial, equipment) effectively to support the organization's short- and long-term goals.



LEADERSHIP EXCELLENCE RUBRIC

Introduction.

The Leadership Excellence Rubric is a tool based on Caliber’s Leadership Excellence Framework that outlines the competencies that make an effective leader at Caliber Schools.

The Rubric is to be used for both developmental and evaluation purposes. In Caliber’s feedback and development-oriented culture, the Rubric provides a consistent, replicable way to talk about performance and developmental areas across the core competencies. It is designed to provide a clear, progressive articulation of what growth in a particular competency looks like and transparency regarding expectations.

Specifically, the Rubric is divided into Caliber’s six core competencies: **Leading Self**; **Leading for Equity**; **Leading Others**; **Leading for Results**; **Leading for Learning – Social Emotional and Academic**; and **Leading for Operations Excellence**. For each competency, the key leadership behaviors are outlined. Then, indicators of how those behaviors would be exemplified as an Emerging, Approaching, Proficient, and Distinguished leader at Caliber are detailed. For each competency, there are also Examples of Outcomes listed. These are not meant to be exhaustive nor prescriptive, but rather examples of how the impact of a particular competency in action could manifest. Some competencies lend themselves to more neatly aligned, measurable outcomes than others.

Guidelines—Levels of Proficiency.

1. Emerging	Descriptors at the Emerging level indicate that a leader <i>rarely</i> exhibits, or <i>does not yet</i> exhibit, the key behaviors of that specific leadership competency. From an evaluation standpoint, performance is unacceptably low in that area.
2. Approaching	Descriptors at the Approaching level indicate that a leader <i>sometimes</i> exhibits the key behaviors of a specific leadership competency, and/or that the leader demonstrates those key behaviors at a basic level. From an evaluation standpoint, performance is inconsistent, and improvement is necessary and expected.
3. Proficient	Descriptors at the Proficient level indicate that a leader <i>usually or mostly</i> exhibits the key behaviors of a specific leadership competency, and that the elements of this key behavior are <i>consistently</i> upheld in their leadership practice. From an evaluation standpoint, performance is fully satisfactory. This is a rigorous standard expected for most experienced leaders and a goal for new leaders and/or those approaching proficiency.
4. Distinguished	Descriptors at the Distinguished level indicate that a leader <i>always</i> exhibits the key behaviors of a specific leadership competency, and that the elements of this key behavior are <i>deeply ingrained</i> in their leadership practice. They serve as a model for other leaders. In many cases, this also means that, not only do they embody specific leadership behaviors in their own practice, but they also have demonstrated success in developing this capacity in others. From an evaluation standpoint, performance significantly exceeds proficiency.

LEADING SELF

Does our network reflect the five core Social-Emotional Learning competencies? Are we living out Caliber's values (F.A.C.E.)?

	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Examples of Outcomes
Values-Based Leadership	Models the values of feedback, affirmation and validation, collective responsibility, and empathy and kindness with families, staff, and students.				
	Demonstrates that Caliber values – feedback, affirmation and validation, collective responsibility, and empathy and kindness —are <u>not yet</u> the primary values guiding actions and decisions.	Demonstrates that he/she is guided by Caliber values at some times, but is also guided at times by other values that conflict with feedback, affirmation and validation, collective responsibility, and empathy and kindness .	Demonstrates that he/she is guided <u>primarily</u> by Caliber values— feedback, affirmation and validation, collective responsibility, and empathy and kindness . Models these values regularly with families, staff, and students.	Demonstrates that she/he is guided by Caliber values-- feedback, affirmation and validation, collective responsibility, and empathy and kindness --at <u>all</u> times. Teaches and reinforces these values with staff, students, and families.	Surveys of Families, Students, Staff: % of respondents who: <ul style="list-style-type: none"> • <i>Are aware of F.A.C.E. values</i> • <i>Agree/strongly agree that leaders are living out those values</i> TNTP Insight Survey: % of teachers who agree/strongly agree with statements: <ul style="list-style-type: none"> • <i>My school leaders model the behavior they hope to see across the school community.</i> • <i>Leaders at my school seek out feedback from teachers.</i> Reflection and Constant Learning Evidence of Asking for Feedback, Responsiveness to Feedback and Ability to Improve Leadership Practice Self-Assessment and Reflection of Others on Competency-Aligned 360 Feedback Tools
Self Awareness	Knows one's strengths and limitations and possesses a well-grounded sense of confidence, optimism, and a 'growth mindset.'				
	Demonstrates a <u>very limited</u> self-perception of one's strengths and limitations; lacks humility and/or is overly/under self-critical or self-confident; demonstrates a 'fixed mindset' and makes no efforts to improve upon or seek help regarding limitations.	Demonstrates a <u>somewhat accurate</u> self-perception of one's strengths and limitations; mostly demonstrates a balance of humility and self-confidence; addresses limitations with a mix of 'fixed' and 'growth' mindsets, making occasional efforts to improve.	Demonstrates an <u>accurate</u> self-perception of one's strengths and limitations; capitalizes upon his/her strengths and speaks honestly and directly about shortcomings; balances a sense of self-confidence and humility; employs a 'growth mindset' proactively to improve upon limitations and seeks help to do so.	Demonstrates a <u>highly attuned</u> self-perception of one's strengths and limitations and how those may vary by context; demonstrates excellence in judgment regarding balancing self-confidence and humility; maximizes his/her strengths; proactively speaks directly about shortcomings and employs a 'growth mindset' consistently in order to make improvements.	
Self Management	Manages stress, regulates impulses, and motivates self to set and achieve goals.				
	<u>Does not yet</u> have effective strategies for managing stress; reacts with visible frustration to challenges and setbacks. Easily loses focus on collective responsibility of student achievement; <u>does not yet</u> take initiative to set goals nor hold one's self accountable for one's own results.	Employs a <u>few</u> strategies for effective stress management; for the most part, remains grounded under pressure, attempts to remain solutions-oriented and focused on collective responsibility of student achievement, but <u>sometimes</u> struggles when faced with adversity. Sometimes takes initiative to set goals and <u>sometimes</u> holds one's self accountable for results.	<u>Effectively</u> manages stress even when faced with adversity; maintains composure when faced with setbacks and identifies solutions focused on collective responsibility of student achievement; supports staff growth and development in face of challenges; takes initiative to set and achieve goals, holding one's self accountable for results.	<u>Effectively</u> manages stress and <u>teaches others to do the same</u> ; capitalizes on challenges as opportunities to grow and develop themselves and their staff; builds the capacity of the staff to maintain focus on collective responsibility of student achievement and finding solutions despite adversity; publicly models setting goals for one's self and holding one's self accountable for results.	2 x 2 x 2 Feedback Sessions Thorough and Comprehensive, 'Living' Individual Development Plans Time on Calendar Dedicated to Self-Reflection

Social Awareness	Adopts an assets-based approach and seeks to understand the perspectives of others, including those from diverse backgrounds and cultures, and empathizes with them. Examines one's own biases, understands and appreciates the culture and norms of different groups, as well as unpacks histories of oppression and discrimination.				
	Employs deficit-based language when describing people, backgrounds, and communities different from own; <u>limits</u> his/her perspective to one's own and/or to perspectives from those similar to own background; demonstrates a lack of interest or concern for others and their perspectives; <u>does not yet</u> acknowledge one's own biases or display knowledge of racist/classist/sexist systems and how to disrupt systems of oppression.	Sometimes employs assets-based language when describing people, backgrounds, and communities different from one's own; <u>sometimes</u> seeks and/or acknowledges perspectives different from one's own; is <u>beginning</u> to acknowledge one's own biases and displays partial awareness of racist/classist/sexist systems and how to disrupt them.	Provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions and biases about students and the school community; uses <u>assets-based language</u> to describe students and the school community; <u>seeks to understand</u> the perspectives of others, and empathizes with them.	Models a reflective process of understanding how their personal experiences shape their interpretation of the world, how to examine the biases that they hold, and how to unpack and disrupt histories of oppression and discrimination; <u>models</u> identifying students' strengths and assets and <u>teaches others to do the same</u> ; <u>seeks to understand</u> the perspectives of others, and empathizes with them.	
Constant Learning	Seeks feedback, self-reflects, and adapts own leadership practices. Is curious and engages in learning opportunities aligned with individual and student needs. Accepts personal responsibility for mistakes.				
	<u>Unwilling</u> to accept feedback and adjust leadership practice; <u>resistant</u> to participating in learning opportunities or accepting responsibility for mistakes.	Demonstrates a non-defensive attitude in receiving feedback and makes <u>minor</u> adjustments to own leadership practice; accepts recommendations for and engages in <u>some</u> learning opportunities aligned with individual and student needs; accepts <u>partial</u> responsibility for mistakes.	<u>Proactively</u> seeks feedback, self-reflects, and adapts own leadership practice; is curious and engages in learning opportunities aligned with individual and student needs; <u>accepts</u> personal responsibility for mistakes.	<u>Models and builds the capacity of staff to constantly</u> seek feedback on their own practice, self-reflect, and adapt their leadership practice; is curious and seeks out multiple learning opportunities that are aligned with individual and student needs; <u>accepts</u> personal responsibility for mistakes and uses them as <u>learning opportunities</u> .	

LEADING FOR EQUITY

Does our network promote equity and achieve equitable outcomes?

	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Examples of Outcomes
Beliefs	Is committed to diversity, equity, and inclusion, and models the disruption of harmful practices by focusing on rigorous academic experiences and holistic approaches to student development that result in students making the same levels of progress and achievement as their white counterparts.				
	Rarely demonstrates confidence in the potential of every student to achieve at high levels. <u>Rarely</u> addresses policies or practices that systematically exclude groups from participating fully in the school environment; <u>rarely</u> follows through on Restorative Practices as a way to dismantle inequities in discipline; <u>avoids</u> confronting staff who demonstrate low expectations for student potential.	Asserts a belief that all students can achieve at high levels; sometimes models this belief for students, staff, and parents. <u>Attempts</u> to learn about policies and practices that exclude groups from participating fully in the school environment in an effort to challenge low expectations; <u>sometimes</u> follows through on Restorative Practices as a way to dismantle inequities in discipline.	Creates an expectation for students, staff, and parents that success is possible for <i>all</i> students; <u>challenges</u> policies and practices that exclude groups from participating fully in the school environment; <u>usually</u> follows through on Restorative Practices as a way to dismantle inequities in discipline; <u>almost always</u> confronts adults who display low assumptions about student potential.	Publicly models high expectations for <i>all</i> students and beliefs regarding equity; actively leads and engages diverse stakeholders to change policies and practices that systematically exclude groups from participating and/or succeeding in the school environment; <u>consistently</u> follows through on Restorative Practices as a way to dismantle inequities in discipline; <u>builds</u> and <u>highlights</u> staff's capacity to help students reach their full potential.	Student Academic and Discipline Outcomes Zero variance among subgroups related to academic growth and proficiency < 2 % rate of suspensions (including in-school suspension) Zero subgroup disproportionality in referrals Vision and Goals Multi-year DEI plan with goals and tangible next steps that is frequently referenced and used to drive decision-making Student Panorama Climate Survey: % of students who respond in top 2 box to following questions: <ul style="list-style-type: none"> • <i>People of different cultural backgrounds, races or ethnicities get along well at this school.</i> • <i>All students are treated the same, regardless of whether their parents are rich or poor.</i> • <i>Boys and girls are treated equally well.</i> Zero variance among subgroups (racial, linguistic, gender, etc) on the question, "Overall, how much do you feel like you belong at your school?"
Vision and Goals	Outlines a clear vision for diversity, equity, and inclusion, including measurable goals and action steps to achieve that vision.				
	Makes <u>limited</u> attempts to outline a vision for diversity, equity, and inclusion for students, staff, and families, aligned to network DEI priorities; <u>does not</u> include diverse, relevant stakeholders in the process; <u>does not</u> set measurable goals and tangible action steps; makes decisions <u>without</u> considering alignment with the vision.	Outlines a <u>basic</u> vision for diversity, equity, and inclusion for students, staff, and families, aligned to network DEI priorities; invites <u>some</u> relevant stakeholders to participate in process; sets <u>some basic</u> goals with <u>limited</u> data review; broadly communicates vision at one point in time; <u>sometimes</u> considers the vision when making decisions.	Creates a DEI plan with inclusion of diverse, critical stakeholders and relevant data review; outlines a vision statement (for students, staff and families), goals and tangible action steps that are aligned with Caliber Schools' vision, DEI priorities, and other strategic goals; <u>revisits</u> the plan throughout the year and when making decisions.	Creates a <u>multi-year</u> DEI plan with inclusion of diverse, critical stakeholders and relevant data review; outlines a vision statement (for students, staff, and families), goals and tangible action steps that are aligned with Caliber Schools' vision, DEI priorities, and other strategic goals; refers to the plan <u>regularly</u> throughout the year and <u>publicly</u> uses it to guide decision-making; demonstrates that goals related to diversity, equity, and inclusion are <u>valued as highly</u> as other priorities; <u>builds ownership</u> among all staff members for realizing the vision.	
Identity-Safe Environment	Creates an identity-safe environment by interacting with all stakeholders in a way that validates and affirms their unique identities and roles, in support of student success, and expects others to do the same.				
	<u>Does not yet</u> create an environment that validates and affirms the identities of students, their families, and staff, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics; <u>does not yet</u> demonstrate an assets-based perspective of those from diverse backgrounds; <u>rarely</u> addresses or corrects intolerant statements directed at individuals or groups.	Has begun to <u>create</u> an environment that validates and affirms the identities of students, their families, and staff, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics; <u>sometimes</u> demonstrates an asset-based perspective of those from diverse backgrounds; <u>attempts</u> to address intolerant statements directed at individuals or groups.	Creates an environment that validates and affirms the identities of students, their families, and staff, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics so that they <u>can bring whole selves</u> to school; demonstrates an asset-based perspective of those from diverse backgrounds. <u>Corrects</u> intolerant statements directed at individual and groups, and <u>addresses</u> microaggressions when they occur. <u>Usually</u> counters white supremacist	Creates and sustains an environment that validates and affirms the identities of students, their families, and staff, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics so that they can bring <u>whole selves</u> to school; <u>celebrates diverse identities</u> of both teachers and students, using their experiences as <u>resources for learning</u> . <u>Proactively limits</u> microaggressions and appropriately responds when they do occur, using clear and consistent protocols for how to address instances of bias. <u>Always</u>	Student Panorama Survey Self-Report on SEL % of students who respond in top 2 box to following questions: <ul style="list-style-type: none"> • <i>I got along with students who were different from me.</i> TNTP Insight Survey % of staff who agree/strongly agree that: Diversity, Equity, and Inclusion <ul style="list-style-type: none"> • <i>My school's leaders make promoting diversity and inclusion a high priority.</i> • <i>Teachers and staff at my school discuss</i>

			views and practices via words and actions.	explicitly counters white supremacist views and practices via words and actions.	how our own identities influence the way we interact with students.
Authentic Stakeholder Engagement	Creates structures for authentic stakeholder engagement with culturally relevant practices, an ‘open door culture,’ and clear and consistent communication.				<ul style="list-style-type: none"> At my school, my perspective is respected even when it is not aligned with the majority. People from a diversity of backgrounds and perspectives have fair access to leadership roles at my school. Students at my school value each other's differences (e.g., gender, race, culture, ability, sexual identity, learning differences). My school's leaders have encouraged me to engage in learning around diversity, equity, and/or inclusion. <p>Ombudpersons—persons identified outside of leadership—field concerns about bias and design restorative accountability practices to address harm when it occurs</p> <p>Authentic Stakeholder Engagement Family-Facing Engagement Meeting Agendas and Minutes</p> <p>Family and Student Handbooks</p> <p>Family Outreach Plan: Calendar of Events</p> <p>Number of Family Complaints to Network Office</p> <p>Signs/Information Posted in English and Other Languages Commonly Spoken in School Community</p> <p>Number of home visits completed</p> <p>Families have multiple ways to communicate with staff</p> <p>Family Survey: ≥ 70% completion At least 80% agree that:</p> <ul style="list-style-type: none"> I would recommend Caliber to another family. Staff at Caliber are responsive to my concerns. <p>Zero subgroup disproportionality in above responses on Family Survey</p> <p>TNTP Insight Survey: % of teachers who agree/strongly agree that: Family and Community Engagement • Leaders at my school set clear</p>
	Has not yet created opportunities for authentic engagement of students, families, and staff; provides inconsistent communication and follow-through to stakeholders; has not yet created an ‘open door culture’; has not yet prioritized being visible and available to families.	Attempts to facilitate the engagement of students, families, and staff using culturally relevant practices and protocols; provides communication, though that communication may not always be clear or timely; sometimes demonstrates follow-through regarding support for students and/or feedback received; articulates an “open door” policy; is sometimes available and visible for families and community members.	Intentionally facilitates the engagement of students, families, and staff using a variety of culturally relevant practices and protocols; provides clear and consistent communication that includes positive updates and areas for partnership; demonstrates follow-through regarding support for students and ways feedback has been implemented; establishes an “open door” culture; models high-quality customer service and welcomes and engages with families and community members.	Intentionally facilitates the engagement of students, families, and staff using a variety of culturally relevant practices and protocols, and teaches others to do the same; provides clear and consistent communication, including prompt follow-through on issues regarding student support and/or stakeholder feedback; proactively seeks feedback from students, families, and staff; creates a collaborative, problem-solving culture, in which staff members proactively reach out to, and partner with, families to resolve student issues before they become larger concerns; embodies an “open door” culture and models high-quality customer service; prioritizes being visible and available to families and community members, and proactively finds opportunities to engage with them such as through community building circles to build psychological safety and affinity circles to create collaborative spaces. When repair is needed with families, uses a restorative framework and restorative circles.	
Decision-Making and Problem-Solving	Builds diverse representation across the organization, particularly at levels of formal and informal power and decision-making.				
	Does not yet make decisions and problem solve by bringing a diverse team to the process; tends to make decisions in isolation and/or with a homogeneous group; does not regularly seek out or value voices of color during the decision-making process; when leaders of color are asked to participate, it is when racialized issues occur or to serve as ‘tokens’.	Sometimes brings diverse teams together to make decisions and problem solve; makes some attempts to seek out voices of color to inform the decision-making process; has made some efforts to hire and retain a staff—at all levels, including leadership—that is somewhat reflective of the community served.	Is usually intentional about bringing diverse teams together to make decisions and problem solve; seeks out, listens to and values voices of color during the decision-making process; hires and retains a staff—at all levels, including leadership—that is largely reflective of the community served.	Is always intentional about bringing diverse teams together to make decisions and problem solve; seeks out, listens to and values voices of color during the decision-making process; hires and retains a staff—at all levels, including leadership—that is reflective of the community served. With a diverse leadership team, addresses issues of inequity in the organization at all levels by problem-solving and implementing equitable practices.	
Staff Opportunities	Creates systems and processes to support staff opportunities for advancement and success across race that are fair and consistent and that do not replicate societal inequities in advancement, development, and compensation.				
	Has not yet created meaningful pipelines and opportunities for talented staff of color to transition into more senior roles; has not yet participated in racial equity training related to hiring and promotion; has not yet audited hiring and promotion processes to weed out potential areas of bias; has	Develops some opportunities for talented staff of color to transition into more senior roles, though these may not yet be systematic or comprehensive; has participated in racial equity training related to hiring and promotion; has begun to audit hiring and promotion processes	Develops pipelines and meaningful opportunities for talented staff of color to transition into more senior roles; regularly audits hiring and promotion processes to weed out potential areas of bias and broaden signals of success; seeks out and participates in racial equity training; regularly reviews pay and compensation criteria for teachers	Develops pipelines and meaningful opportunities for talented staff of color to transition into more senior roles; prioritizes mentoring and sponsoring talented staff of color; regularly audits hiring and promotion processes to weed out potential areas of bias and broaden signals of success to those that go beyond dominate culture hallmarks of individual ‘productivity’ and success; pays special	

	<p><u>not yet</u> reviewed pay and compensation criteria for teachers.</p>	<p>to weed out potential areas of bias and broaden signals of success; has <u>begun</u> to review pay and compensation criteria for teachers given years of experience, ensuring the criteria is inclusive of the expertise of staff from various racial backgrounds.</p>	<p>given years of experience, ensuring the criteria is inclusive of the expertise of staff from various racial backgrounds; <u>embeds</u> DEI proficiency into performance evaluation across roles and creates clear criteria for how DEI proficiency impacts promotion decisions.</p>	<p>attention to whether certain traits linked to ‘dominant culture’ make it more likely for some staff of color to be promoted or valued over others without ‘dominant culture’ traits; embeds DEI proficiency into performance evaluation across roles and creates clear criteria for how DEI proficiency impacts promotion decisions.</p>	<p><i>expectations for family and community engagement.</i></p> <ul style="list-style-type: none"> • <i>My school encourages and helps families to support student learning at home.</i> • <i>My school has established systems that ensure families are well informed about the school.</i> • <i>My school regularly seeks input from students’ families.</i>
Professional Development	Models and develops staff in the teachings of critical race theory, including how to have courageous conversations about race and how to recognize and interrupt microaggressions.				<p>Decision-Making and Problem-Solving and Staff Opportunities</p> <p>Staff Survey: Zero discrepancy between races on agreement with statements:</p> <ul style="list-style-type: none"> • <i>I would recommend Caliber as a great place to work.</i> • <i>I know what is expected of me at work.</i> • <i>I have the opportunity to do what I do best every day.</i> • <i>At work, my opinions seem to count.</i> <p>≥ 90% of staff of color agree or strongly agree that:</p> <ul style="list-style-type: none"> • <i>I feel heard at work.</i> • <i>I feel valued at work.</i> • <i>I have opportunities for advancement.</i> <p>Equitable hiring, promotion, and compensation practices and processes</p> <p>Leadership Team creates goals that support, develop, and retain LatinX staff by seeking and providing opportunities for equal advancement.</p> <p>Budget reflects equitable compensation for LatinX staff who regularly provide services above and beyond their job descriptions.</p> <p>Professional Development Staff participate in and lead learning experiences regarding:</p> <ul style="list-style-type: none"> • <i>Personal assumptions and biases</i> • <i>How to disrupt white supremacist views and practices in our schools and classrooms</i> • <i>Culturally and linguistically relevant pedagogy</i> <p>Leader and staff reflect on their personal biases and regularly engage in courageous conversations across lines of difference.</p>
	<p>Has <u>not yet</u> created professional development opportunities for staff on the teachings of critical race theory, how to have courageous conversations about race, nor on how to recognize and interrupt microaggressions.</p>	<p>Creates <u>some</u> formal professional development opportunities for staff on the teachings of critical race theory, how to have courageous conversations about race, as well as how to recognize and interrupt microaggressions; provides training that may be <u>sporadic and/or reactive</u> without follow-through and ongoing development.</p>	<p>Creates <u>formal</u> professional development opportunities for staff on the teachings of critical race theory, how to have courageous conversations about race, as well as how to recognize and interrupt microaggressions; <u>intentionally</u> aligns this training to vision, goals, and overall professional development plan.</p>	<p>Creates <u>ongoing formal and informal</u> professional development opportunities on the teachings of critical race theory, how to have courageous conversations about race, as well as how to recognize and interrupt microaggressions; <u>intentionally</u> aligns these opportunities to vision, goals, and overall professional development plan, and <u>differentiates</u> opportunities as necessary.</p>	

LEADING OTHERS

Are we creating the systems and people models that support our long-term success and growth?

	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Examples of Outcomes
RELATIONSHIPS AND COMMUNICATION					
Builds Relationships	Forms meaningful, trusting relationships with all stakeholders, including staff, students, and families. Does not yet attempt to interact or build meaningful relationships with stakeholders; is rarely visible and available to staff, students, and families. Attempts to interact and build relationships with stakeholders at pre-designated times such as school functions or meetings, but does not proactively work to enlist a broad, diverse base of support for achieving the organization's goals; is sometimes visible and available to staff, students, and families, but does not prioritize this over other activities. Proactively builds authentic and trusting relationships with students, families, and all staff to understand who they are and the uniqueness they bring to achieve the organization's goals; prioritizes being visible and sets aside time to interact with those who request time to meet. Proactively builds authentic and trusting relationships with students, families, and all staff to understand who they are and the uniqueness they bring to achieve the organization's goals; prioritizes being visible and available to stakeholders and proactively finds opportunities to engage with them; motivates disengaged or resistant external stakeholders to help achieve goals.				Relationships and Communication TNTP Insight Survey: % of teachers who agree/strongly agree with statements: Peer Culture <ul style="list-style-type: none">The time I spend collaborating with my colleagues is productive. Community conversations about culture and diversity occur regularly Talent Management and Development Recruitment and Selection Timeliness of filling vacancies Rigorous, Multi-Step Selection Process Consistently high interview-to-offer rate and acceptance rate Consistent on-boarding practices that emphasize the importance of DEI and other priorities Retention Teacher attendance rate < 20% staff attrition (fall to fall)
Cultural Competence	Communicates and works effectively with those from diverse backgrounds, adjusting behavior according to cultural norms and cues. Rarely communicates and works effectively with students, staff, and families of diverse backgrounds; does not yet attempt to value and affirm their unique identities (racial, ethnic, gender, ability, socio-economic, sexual orientation, religion, age), and does not yet adjust communication styles and behavior according to cultural norms and cues. Rarely provides access to translators and translated materials as needed. Sometimes communicates and works effectively with students, staff, and families of diverse backgrounds; attempts to value and affirm their unique identities (racial, ethnic, gender, ability, socio-economic, sexual orientation, religion, age), and sometimes adjusts communication styles and behavior according to cultural norms and cues, although is not always effective in doing so. Sometimes provides access to translators and translated materials as needed. Usually communicates and works effectively with students, staff, and families of diverse backgrounds; values and affirms their unique identities (racial, ethnic, gender, ability, socio-economic, sexual orientation, religion, age), and usually adjusts communication styles and behavior according to cultural norms and cues. Usually provides access to translators and translated materials as needed. Always communicates and works effectively with students, staff, and families of diverse backgrounds; values and affirms their unique identities (racial, ethnic, gender, ability, socio-economic, sexual orientation, religion, age), and adjusts communication styles and behavior according to cultural norms and cues. Always provides access to translators and high-quality translated materials as needed.				Recruitment and Selection Timeliness of filling vacancies Rigorous, Multi-Step Selection Process Consistently high interview-to-offer rate and acceptance rate Consistent on-boarding practices that emphasize the importance of DEI and other priorities Retention Teacher attendance rate < 20% staff attrition (fall to fall)
Communication	Communicates clearly and listens actively. Rarely engages stakeholders in meaningful conversations; very few, if any, communication structures exist with stakeholders; when listening, does not seek clarification or notice non-verbals. Creates basic systems to share information with stakeholders; attempts to tailor communication style and messaging given desired outcomes and audience; when listening, sometimes seeks clarification, notices non-verbal and verbal cues, and responds accordingly; sometimes communicates praise, feedback, and concerns directly to appropriate stakeholder(s). Implements effective two-way communication structures with stakeholders; effectively tailors communication style and messaging as appropriate, given desired outcomes and audience; actively listens; asks probing questions to check for understanding and responds effectively to verbal and non-verbal cues; responds with genuine warmth and clarity; communicates praise, feedback, and concerns directly to appropriate stakeholder(s). Implements differentiated communication structures with all stakeholders; effectively tailors communication style and messaging, as appropriate, given desired outcomes and audience; actively listens to others, suspending own assumptions and responding effectively to verbal and non-verbal cues; responds with genuine warmth, clarity, and non-judgment; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience.				Retention rate of effective, diverse staff No subgroup disproportionality on staff retention rates Staff Survey: At least 90% completion <ul style="list-style-type: none">> 80% agree: I would recommend Caliber as a great place to work.> 80% agree: I know what is expected of me at work. TNTP Insight Survey: % of teachers who agree/strongly
Collaboration	Cooperates with others and provides opportunities for collaboration among others.				

	<u>Rarely</u> develops collaborative relationships with peers and direct reports to learn and share best practices; <u>does not yet</u> demonstrate effective skills for working on a team such as active listening and helping others; <u>does not yet</u> seek or offer help when needed.	<u>Sometimes</u> develops collaborative relationships with peers and direct reports to learn and share best practices; sometimes works well in a team environment, but does not usually play an informal or formal leadership role in the group; has begun to create opportunities for others to collaborate such as PLCs, PDs, and CPs; <u>sometimes</u> observes these team meetings; uses <u>limited</u> data to analyze the effectiveness.	<u>Usually</u> develops effective collaborative relationships with peers and direct reports to learn and share best practices; <u>usually</u> works well in a team environment by active listening, seeking and offering help when needed; <u>usually</u> observes and analyzes the effectiveness of team meetings (e.g., PLCs, PDs, CPs, etc), solicits feedback, and adjusts accordingly.	<u>Always</u> develops effective collaborative relationships with peers and direct reports to learn and share best practices; <u>always</u> contributes meaningfully in a team environment; is willing to act as formal or informal leader as well as allow others to lead; demonstrates an openness to ideas and is able to bring others into the dialogue; observes and analyzes the effectiveness of team meetings (e.g., PLCs, PDs, CPs, etc), solicits feedback, and adjusts accordingly.	<p>agree with statements:</p> <p>Leadership</p> <ul style="list-style-type: none"> • <i>Leaders at my school work hard to retain effective teachers.</i> <p>Peer Culture</p> <ul style="list-style-type: none"> • <i>There are many teachers at my school who set an example of what highly effective teaching looks like.</i> <p>DEI</p> <ul style="list-style-type: none"> • <i>My school has a diverse staff.</i> <p>Retention Strategies</p> <p>% of teachers who report a leader used the following strategies in the past year:</p> <ul style="list-style-type: none"> • <i>Identified opportunities for me to pursue teacher leadership roles.</i> • <i>Put me in charge of something important.</i> • <i>Provided me with access to additional resources for my classroom.</i> • <i>Encouraged me to continue teaching at my school next year.</i> • <i>Informed me that I am high-performing.</i> • <i>Recognized my accomplishments publicly.</i> • <i>Provided me with regular, positive feedback.</i> <p>Team Development</p> <p>Multiple staff members serve as instructional leaders in the school</p>
Courageous Conversations	Engages in courageous conversations. Effectively intervenes with individual and group challenges, negotiating and resolving conflict constructively.	<u>Reactively</u> responds to courageous conversations, including those related to diversity, but rarely initiates; <u>sometimes</u> maintains emotional constancy when facing conflict; <u>sometimes</u> uses effective strategies with students and staff to assist with de-escalation; <u>sometimes</u> provides clear, timely and appropriate follow-through.	<u>Initiates</u> courageous conversations, including those about diversity; usually maintains emotional constancy when facing conflict; uses <u>effective</u> strategies with students and staff to assist with de-escalation; <u>usually</u> provides clear, timely and appropriate follow-through; <u>usually</u> anticipates and identifies problems in relationships and generates at least one effective approach to address.	<u>Builds</u> collective capacity of the staff to engage in courageous conversations, including those related to diversity; <u>always</u> maintains emotional constancy when facing conflict; <u>teaches</u> strategies to students and staff to assist with de-escalation; <u>always</u> provides clear, timely and appropriate follow-through; anticipates and identifies problems in relationships and generates multiple approaches to address, and <u>teaches others to do the same.</u>	
DIRECTION SETTING					
Building Culture	Creates clear rituals, routines, systems, structures, and visual artifacts to invest and engage students and staff in the vision, mission, and values of the organization.	<u>Rarely</u> uses rituals, routines, systems, structures, and visual artifacts to communicate the organization's mission, vision, and values to staff and students; sends <u>inconsistent</u> messages about expectations for adults and students.	Uses some rituals, routines, systems, structures, and visual artifacts to communicate the organization's vision, mission, and values to staff and students; has <u>begun</u> to translate the mission and values into expectations for adults and students.	<u>Widely</u> uses aligned rituals, routines, systems, structures, and visual artifacts to communicate the organization's vision, mission, and values to staff and students; translates the mission and values into <u>specific</u> expectations for adults and students; expects staff to explicitly teach those expectations to students.	<p>Leadership team is comprised of fully aligned and highly skilled staff</p> <p>TNTP Insight Survey:</p> <p>% of teachers who agree/strongly agree with statements:</p> <p>Career Progression</p> <ul style="list-style-type: none"> • <i>Someone at my school is thinking about my career progression.</i> • <i>The teachers who deserve leadership positions at my school are the most likely to get them.</i> <p>Coaching and Evaluation</p> <p>Individual Development Plans for Teachers</p>
TALENT MANAGEMENT AND DEVELOPMENT					
Talent Management	Recruits, hires, assigns, and retains effective and diverse staff.	<u>Ineffectively</u> uses network resources to identify recruits; implements selection criteria that differs by candidate; <u>rarely</u> involves others in the hiring or selection process; <u>rarely</u> assesses qualifications when placing staff	Utilizes known network resources to identify high-quality recruits; drafts <u>basic</u> criteria for selecting and hiring staff; includes <u>some</u> members of leadership team in selection, hiring, and onboarding	<u>Actively</u> recruits diverse, high-quality candidates from established pipelines; develops and utilizes <u>clear</u> criteria for selection and hiring; involves teacher leaders and leadership team in selection, hiring, and onboarding processes; assigns	<p>Evaluation process, measures, and targets are established at the BOY</p> <p>Evaluation process completed for every teacher and staff member</p> <p>TNTP Insight Survey:</p> <p>% of teachers who agree/strongly agree with statements:</p>
				<u>Actively</u> recruits diverse, high-quality candidates from <u>multiple</u> , new and established, pipelines; develops and utilizes clear, specific criteria for selection and hiring; <u>builds capacity of staff to lead and participate</u> in selection, hiring, and onboarding processes; strategically	

	and allows staff to remain in specific roles regardless of their impact; <u>does not yet</u> make efforts to retain or recognize effective staff members.	processes; assigns staff based on qualifications; <u>attempts</u> to retain effective staff members.	staff based on qualifications and demonstrated effectiveness; <u>usually</u> retains effective, diverse staff by providing growth or leadership opportunities aligned with staff member's interests.	assigns staff based on skills and strengths, and needs of students; <u>consistently</u> retains effective, diverse staff by providing growth or leadership opportunities aligned with staff member's interests.	Evaluation <ul style="list-style-type: none"><i>The teacher evaluation process helps identify my strengths and weaknesses.</i><i>I know the criteria that will be used to evaluate my performance as a teacher.</i><i>The expectations for effective teaching are clearly defined at my school.</i> Meetings Meeting Agendas and Minutes Observations of Meetings Evaluations of Meetings
Team Development	Establishes structures to create a pipeline of leaders, providing movement and opportunities for staff. Trains, develops, and supports a high-performing leadership team.				
	Has <u>not yet</u> established structures to create a pipeline of leaders; <u>rarely</u> identifies effective staff members for leadership opportunities; <u>rarely</u> uses the Caliber Schools' Leadership Excellence Framework to develop team members; allows <u>ineffective</u> or <u>misaligned</u> staff to serve on leadership team.	Establishes <u>some</u> basic structures to create a pipeline of leaders; provides leadership opportunities to those who express interest; defines the role of the leadership team and selects <u>some</u> members based on skill; <u>sometimes</u> uses the Caliber Schools' Leadership Excellence Framework to develop team members; <u>attempts</u> to support the leadership team in their growth and development.	Establishes effective structures to create a pipeline of leaders; identifies <u>effective</u> staff and provides them with leadership opportunities; establishes and sustains a diverse leadership team made of highly effective members and a focus on student learning; works with the leadership team to lead other teams and conduct observations; <u>actively</u> uses the Caliber Schools' Leadership Excellence Framework to support the leadership team in their growth and development.	Establishes <u>differentiated</u> structures to create a multi-faceted pipeline of leaders; <u>actively</u> provides meaningful leadership opportunities to effective staff; demonstrates a <u>personal investment</u> in others' development; <u>actively</u> mentors and supports those with leadership potential; communicates a clear leadership trajectory to those with most leadership potential; establishes a high-performing, diverse leadership team with a focus on student learning; intentionally uses the Caliber Schools' Leadership Excellence Framework to support the development of leadership team; <u>builds capacity of the team</u> to oversee complex projects, lead other teams, and conduct observations.	
Coaching	Develops capacity of staff through ongoing, individualized coaching and actionable feedback.				
	<u>Rarely</u> provides coaching and individualized feedback to staff; when provides feedback, it is confusing and based on limited data; <u>rarely</u> links feedback to short- and long-term goals; and <u>does not yet</u> coach with a growth mindset toward themselves and their staff.	<u>Sometimes</u> provides high-level coaching and feedback using observational or student learning data; <u>attempts</u> to ensure feedback is linked to short- and long-term goals and incorporated into practice; <u>sometimes</u> incorporates a growth mindset with respect to themselves and their staff.	<u>Frequently</u> provides <u>individualized</u> coaching and actionable feedback based on evidence, including observations and student learning data; links feedback to short- and long-term goals; incorporates a growth mindset with respect to themselves and their staff; ensures feedback is incorporated into practice.	Provides <u>continuous individualized</u> coaching and actionable feedback based on evidence, including observations and student learning data; <u>always</u> links feedback to short- and long-term goals; <u>publicly models</u> a growth mindset with respect to themselves and their staff and <u>teaches others to do the same</u> ; monitors staff to ensure feedback is incorporated into practice; <u>develops inter-rater reliability</u> with the leadership team and other coaches by co-observing.	
Evaluation	Conducts rigorous evaluation of staff for continuous improvement and accountability for results.				
	<u>Minimally</u> supports staff in setting short- and long-term goals; <u>minimally</u> completes required BOY, MOY, and EOY staff evaluation conversations and documentation; <u>rarely</u> offers support to staff in achieving their goals through digestible action steps; <u>does not yet</u> include DEI proficiency into performance evaluations; <u>does not yet</u> hold others accountable for results.	<u>Somewhat</u> supports staff in setting appropriate short- and long-term goals; <u>completes required</u> BOY, MOY, and EOY evaluation conversations and documentation, based on <u>some</u> evidence; <u>sometimes</u> offers support to staff in achieving their goals through digestible action steps; has <u>begun</u> to include DEI proficiency into performance evaluations; <u>sometimes</u> holds others accountable for results.	<u>Consistently</u> supports staff in setting appropriate short- and long-term goals; completes required BOY, MOY, and EOY evaluation conversations and documentation, incorporating evidence (student outcomes and teacher practice); <u>usually</u> offers support to staff in achieving their goals through digestible action steps; embeds DEI proficiency into performance evaluations; <u>usually</u> holds other accountable in a warm and demanding way.	<u>Always</u> supports staff in setting appropriate short- and long-term goals; completes required BOY, MOY, and EOY evaluation conversations and documentation and keeps those conversations going through coaching and <u>ongoing</u> development; <u>always</u> offers support to staff in achieving their goals through digestible action steps; final ratings incorporate evidence from <u>multiple</u> sources (student outcomes and teacher practice); embeds DEI proficiency into performance evaluations; <u>always</u> holds others accountable in a warm and demanding way, and <u>teaches others to do the same</u> .	

Meetings	Facilitates team and individual meetings.				
	<p><u>Rarely</u> facilitates meetings focused on organizational, team, and/or individual goals; <u>rarely</u> differentiates style, pace, and content to match task at hand; <u>does not yet</u> encourage teams and individuals to take ownership of their learning through critical thinking and problem-solving; <u>does not yet</u> demonstrate awareness of the emotional state of teams nor adjust and support where needed.</p>	<p><u>Sometimes</u> facilitates meetings focused on organizational, team, and/or individual goals; <u>sometimes</u> differentiates style, pace, and content to match task at hand; <u>sometimes</u> encourages teams and individuals to take ownership of their learning through critical thinking and problem-solving; <u>sometimes</u> demonstrates awareness of the emotional state of teams and attempts to adjust and support where needed.</p>	<p><u>Regularly</u> facilitates meetings focused on organizational, team, and/or individual goals; <u>usually</u> differentiates style, pace, and content to match task at hand; encourages teams and individuals to take ownership of their learning through critical thinking and problem-solving; <u>usually</u> demonstrates awareness of the emotional state of teams and adjusts and supports where needed; incorporates elements of CLRP into meetings; <u>usually</u> seeks feedback regarding team and individual meetings.</p>	<p><u>Consistently</u> facilitates meetings focused on organizational, team, and/or individual goals; <u>consistently</u> differentiates style, pace, and content to match task at hand; through intentional design, <u>always</u> encourages teams and individuals to take ownership of their learning through critical thinking and problem-solving; <u>always</u> demonstrates a keen awareness of the emotional state of teams and adjusts and supports where needed; models CLRP in meetings and teaches others to do the same; <u>always</u> seeks feedback regarding team and individual meetings, and explicitly incorporates learnings into future meetings.</p>	

LEADING FOR RESULTS

Does our network deliver academic growth and achievement for our students?

	1. Emerging		2. Approaching		3. Proficient		4. Distinguished		Examples of Outcomes	
VISION AND STRATEGY										
Strategic Vision and Prioritization	Strategizes and creates plans and priorities based on the organization’s vision and mission. Adopts, implements, and integrates network priorities into those plans. Sets ambitious yet achievable goals by prioritizing what matters most.									Vision and Strategy Clear and transparent protocols and processes to diagnose the current state Strategic plan priorities are public – stakeholders share a common understanding of short- and long-term goals TNTP Insight Survey: % of teachers who agree/strongly agree with statements: <ul style="list-style-type: none">My school leaders articulate a clear overarching vision that drives priorities, goals and decision-making within the school.Teachers understand how our actions contribute to school priorities and goals.Teachers at my school share a common vision of what effective teaching looks like. Implementation and Accountability Shared year-long calendar aligned to strategic goals and priorities, includes cycles for data-driven progress monitoring of strategic plan TNTP Insight Survey: % of teachers who agree/strongly agree with statements: <ul style="list-style-type: none">When my school leadership commits to a program or priority, they follow through. Decision-Making and Continuous Improvement Ongoing, systematic data reviews and progress monitoring that engage staff and identifies strengths and areas of growth
	Has not yet created a strategic vision or plan that is based on relevant data and that involves key stakeholders in the development process; has not yet attempted to align plan with Caliber Schools’ vision, mission, and network priorities; sets goals that are either not achievable and/or not ambitious enough; does not yet prioritize what matters most and what will drive greatest impact for students.	Creates strategic vision and plan based on some, but limited data; involves some stakeholders in the development of the plan and vision; attempts to align plan with Caliber Schools’ vision, mission, and network priorities, though there is some evidence of misalignment and/or omissions; sets goals that in some instances are not achievable and/or not ambitious enough; attempts to prioritize what matters most but misses some key drivers of greatest impact for students.	Analyzes data to create strategic vision and plan; involves key stakeholders in the development of vision for high student achievement and effective adult practice; aligns plan with Caliber Schools’ vision, mission, and network priorities; sets ambitious yet achievable goals, mostly prioritizing what matters most and what will drive greatest impact for students.	Analyzes multiple years of various sources of disaggregated data to create strategic vision and plan; engages stakeholders in collaborative development of vision for high student achievement and effective adult practice; clearly aligns plan with Caliber Schools’ vision, mission, and network priorities; sets ambitious yet achievable goals by prioritizing what matters most and what will drive greatest impact for students.						
Stakeholder Investment	Invests stakeholders in the organization’s vision.									
	Has not yet communicated the vision to stakeholders; does not align ongoing communication with the vision and priorities.	Broadly communicates the vision to stakeholders; some ongoing communication is aligned to the vision and priorities.	Supports staff in adopting and taking ownership of the vision; ensures most ongoing communication echoes the vision and priorities.	Continuously inspires all adults and students in the school community to adopt and enact vision; ensures all ongoing communication echoes the vision and priorities; builds staff capacity to implement effective strategies to achieve the vision.						
IMPLEMENTATION AND ACCOUNTABILITY										
Implementation	Executes and iterates on the strategic plan to improve student outcomes.									
	Drafts a calendar that changes frequently and without warning and that allots time to tasks not aligned with strategic plan and goals; rarely attempts to implement the strategic plan; makes decisions and creates systems without considering alignment with the vision; rarely monitors plan, preventing accurate adjustments when necessary.	Builds a basic calendar with some professional development activities to support execution of the strategic plan; implements the calendar with some fidelity; sometimes considers alignment with the vision when creating new systems and making decisions; sporadically monitors plan, allowing for some inaccurate adjustments.	Creates a yearlong calendar that is aligned to goals and prioritizes data-driven cycles, professional learning sessions, and leadership team meetings to support progress monitoring of the strategic plan; communicates this plan to help the team execute; usually creates systems and makes decisions aligned to and in support of the vision; frequently monitors plan, allowing for adjustments when necessary.	Creates a shared, yearlong calendar that is aligned to goals and prioritizes data-driven cycles, professional learning sessions and leadership team meetings to support progress monitoring of the strategic plan; builds capacity of staff to monitor the implementation of calendar; ensures all systems and decisions are aligned to and in support of the vision; monitors plan in ongoing manner, allowing for adjustments when necessary.						
Accountability	Inspires staff ownership of and accountability for the pieces of the vision and strategic plan applicable to their role.									

	Does not yet assign key deliverables to staff; <u>rarely</u> communicates regarding progress toward goals; <u>rarely</u> holds staff accountable for the implementation of their pieces of the vision and strategic plan.	Assigns some key deliverables to staff; <u>sometimes</u> communicates progress toward goals; <u>sometimes</u> holds stakeholders accountable for implementation of their pieces of the vision and strategic plan.	Assigns deliverables with clear dates and deadlines to the calendars of all necessary stakeholders; <u>regularly</u> communicates progress, surfaces requests for help as needed, and celebrates successes. <u>Mostly</u> holds stakeholders accountable for implementation of the vision and strategic plan.	Assigns deliverables with clear dates and deadlines to the calendars of all necessary stakeholders; <u>builds capacity of the staff</u> to communicate about progress, ask for help when needed, and celebrate successes; <u>consistently</u> holds stakeholders accountable for implementation of the vision and strategic plan in warm and demanding way.
Organization	Models effective task and time management, prioritizing efforts according to the network’s Healthy Schools Framework, the Local Control and Accountability Plan (LCAP), and organizational goals.			
	<u>Rarely</u> plans out time in advance and <u>neglects</u> to protect time for leadership priorities aligned aligned with Healthy Schools Framework, LCAP, and organizational goals; is <u>frequently distracted</u> by activities that could be delegated to others, that are low priorities, or that are ‘urgent’ vs. ‘important’; <u>rarely</u> uses effective strategies to prepare meetings, meet deadlines, and follow-through in a timely manner.	Sets own daily schedule to <u>attempt</u> to address priorities aligned with Healthy Schools Framework, LCAP, and organizational goals, but is <u>inconsistent</u> on how time is spent; is <u>sometimes</u> able to distinguish between the ‘urgent’ vs. the ‘important’ and prioritize accordingly; is <u>sometimes</u> distracted by activities that could be delegated to others; <u>inconsistently</u> uses strategies to prepare meetings, meet deadlines, and follow-through in a timely manner.	Sets own daily schedule to address leadership priorities mostly aligned with Health Schools Framework, LCAP, and organizational goals; <u>usually</u> distinguishes between the ‘urgent’ vs. the ‘important’ and prioritizes accordingly; <u>mostly</u> uses an effective organizational strategy to prepare meetings, meet deadlines and follow-through in a timely manner; builds in <u>some</u> time to reflect on own practice.	<u>Strategically</u> plans own daily schedule to address leadership priorities aligned with Healthy Schools Framework, LCAP, and organizational goals; distinguishes between the ‘urgent’ vs. the ‘important’ and prioritizes accordingly; <u>consistently</u> uses a clear organizational strategy to prepare meetings, meet deadlines and follow-through in a timely manner; builds in time to reflect on own practice to identify areas of strength and growth.
Change Management	Leads change efforts effectively, using adaptive leadership skills to anticipate resistance and guide others through the change.			
	<u>Passively</u> manages change; does not always support changes in the best interests of students; ignores the role that changes may have on staff and others; <u>rarely</u> provides support to staff during change efforts.	Provides <u>some</u> time for staff to process changes; supports changes in the best interests of students and <u>attempts</u> to encourage staff to do the same; demonstrates an awareness that change could raise emotions for staff and attempts to support staff in that process; provides support in more reactive than proactive manner.	<u>Positively</u> supports staff when they raise questions, doubts, and feelings about change; encourages staff to support changes in the best interests of students; using emotional intelligence, <u>mostly</u> anticipates resistance, manages reactions to change and initiates forward-moving momentum.	<u>Proactively</u> facilitates opportunities for staff to raise questions, doubts, and feelings about change; <u>builds the capacity of staff</u> to embrace and support changes that are in the best interests of students; using emotional intelligence, <u>proactively</u> anticipates resistance, manages reactions to change, and <u>capitalizes</u> on forward-moving momentum.
DECISION-MAKING				
Critical	Gathers information from multiple relevant sources and stakeholders when problem-solving and analyzes, synthesizes, and contextualizes that information to solve problems.			

Thinking and Problem-Solving	Uses <u>little</u> apparent logic to analyze information and data to solve problems; is easily overwhelmed by information and avoids gathering it; has difficulty breaking information down into manageable parts and seeing relationships between disparate information, including the big picture and details; regularly allows emotion or personal point of view to override what information indicates; <u>rarely</u> communicates solutions in a timely manner.	Uses <u>incomplete</u> or <u>limited</u> information and perspectives to solve problems; <u>sometimes</u> finds difficulty when sorting out complexity and breaking down information; <u>attempts</u> to take into account both the big picture and details, but often leans heavily toward one or the other; <u>sometimes</u> weighs appropriate options; <u>sometimes</u> allows emotion or personal point of view to override what information indicates; <u>sometimes</u> communicates solutions in a timely manner.	Usually solves problems effectively by gathering data and information from multiple sources and perspectives; sorts out the complexity and breaks down that information to weigh options; <u>effectively</u> considers both the big picture and details in problem-solving; <u>usually</u> communicates and messages emotional constancy during charged decisions; communicates solutions in a timely manner with a clear rationale.	Consistently solves problems effectively by gathering data and information from multiple sources and diverse perspectives; <u>skillfully</u> sorts out the complexity and breaks down that information to weigh options; <u>is highly attuned</u> to and effectively considers both the big picture and details, and how they reinforce each other; <u>always</u> communicates and messages emotional constancy during charged decisions; communicates solutions in a timely manner with clear rationale; models own thinking and <u>builds the capacity of staff</u> to do the same when problem-solving.	
Responsible Decision Making	Makes constructive, timely choices that support the individuals and teams they work alongside, matching decision-making processes to the situation appropriately.				
	<u>Rarely</u> makes constructive, timely choices based on ethical standards, safety concerns, social norms, and what is best for students; <u>rarely</u> matches appropriate decision-making style and process to the situation; makes decisions without consideration of the consequences for various stakeholders; <u>rarely</u> seeks out other perspectives when making key decisions; <u>rarely</u> communicates decisions to others.	<u>Sometimes</u> makes constructive, timely choices based on ethical standards, safety concerns, social norms, and what is best for students; <u>sometimes</u> matches appropriate decision-making style and process to the situation; considers impact of choices on different stakeholders; relies on a narrow set of perspectives when making key decisions; communicates about decisions, though not always in a proactive or timely manner.	Usually makes constructive, timely choices based on ethical standards, safety concerns, social norms, and what is best for students; employs different decision-making styles and processes, <u>usually</u> matching with the needs of the situation appropriately; evaluates the short- and long-term, intended and unintended, consequences of various choices on different stakeholders; demonstrates an openness to diverse perspectives when making key decisions; <u>effectively</u> manages outcomes of difficult decisions.	<u>Always</u> makes constructive, timely choices based on ethical standards, safety concerns, social norms, and what is best for students; <u>intentionally</u> employs different decision-making styles and processes to match the needs of the situation appropriately; <u>realistically</u> evaluates the short- and long-term, intended and unintended, consequences of various choices on different stakeholders; <u>purposefully</u> seeks out divergent thinkers when making key decisions; <u>proactively and skillfully</u> manages outcomes of difficult decisions.	
CONTINUOUS IMPROVEMENT					
Continuous Improvement	Monitors progress toward goals, reflects on successes and challenges, and makes adjustments as necessary.				
	Monitors annual data but does not relate it to goals, priorities and strategies; <u>has not yet</u> implemented systems to track and analyze data on regular basis; rarely makes adjustments based on data and other leading indicators; rarely reflects on successes and challenges.	Implements <u>basic</u> systems to track and analyze data; <u>periodically</u> reviews data to monitor progress toward goals; demonstrates <u>limited</u> ability to adjust practices and strategies in order to reach goals; <u>sometimes</u> reflects on successes and challenges.	Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to <u>regularly</u> monitor progress toward goals; enlists support of leadership team with progress monitoring; implements revised strategies as supported by data; reflects on successes and challenges.	Engages in <u>ongoing, systematic</u> progress monitoring; <u>builds capacity</u> of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies when needed. Regularly and publicly reflects on successes and challenges.	
Data-Based Improvements	Strategically selects, collects, and analyzes data to accurately assess progress toward goals, and teaches others to do the same.				
	Rarely refers to data when assessing progress towards goals; <u>does not yet</u>	Creates basic systems to collect data, though the types and variety of data may be	Creates systems to collect various data, including academic, student behavior, and stakeholder	Creates efficient systems to collect various data, including academic, student behavior, and stakeholder satisfaction;	

	demonstrate an ability to strategically select or analyze data; <u>has not yet</u> implemented systems for collecting data.	<u>incomplete</u> ; refers to limited data when assessing progress toward goals; selects and analyzes data, though the resulting analysis may be <u>inaccurate or incomplete</u> based on limited data and/or comfort with data analysis.	satisfaction; <u>usually</u> strategically selects and analyzes data to measure progress towards goals; collaborates with leadership team to monitor progress toward goals in data-driven way.	strategically selects and analyzes data, accurately assessing progress toward goals; <u>builds capacity and ownership among staff</u> to monitor progress towards goals in data-driven way.		
Innovation	Models and encourages creation of innovative solutions to challenges.					
	Rarely creates original and viable solutions to challenges; <u>rarely</u> demonstrates resourcefulness or perseverance when met with failure, frustration, or criticism; <u>rarely</u> encourages others to innovate when faced with challenges.	Sometimes creates original solutions to challenges that are viable; <u>sometimes</u> demonstrates resourcefulness and perseverance when encounters a failed attempt at a solution, frustration, or criticism; <u>sometimes</u> encourages others to innovate when faced with challenges.	Develops original solutions, that are <u>mostly</u> viable, to challenges; <u>usually</u> demonstrates resourcefulness and perseverance when encounters a failed attempt at a solution, frustration, or criticism; encourages others to innovate when faced with challenges.	Develops original and viable solutions to challenges; demonstrates resourcefulness and perseverance when encounters a failed attempt at a solution, frustration, or criticism; <u>publicly models</u> creative thinking and encourages others to innovate when faced with challenges.		

LEADING FOR LEARNING

Does our network help our students make connections in their school experience that make them critically conscious of their world and the world beyond? Does our network deliver academic growth and achievement for our students?

	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Examples of Outcomes
SOCIAL-EMOTIONAL LEARNING					
Beliefs	Is fluent in the CASEL framework, has a clear understanding of the <i>why</i> behind social-emotional learning, and can differentiate it from character-based education. Recognizes and prioritizes the role mental health plays in human development and supports the whole child through wrap around services in the school setting.				Social-Emotional Learning Comprehensive, wrap around services in school setting All students are known well by multiple adults < 10% student attrition (Fall to Fall) No subgroup disproportionality on student attrition rates Student Attendance Rates (≥ 97% ADA) Student Tardiness Rates (< 10%)
	Has not yet demonstrated knowledge of the CASEL framework; is not able yet to articulate the <i>why</i> behind social-emotional learning and how it is different from character education; does not <u>prioritize</u> the role mental health plays in human development.	Demonstrates <u>some</u> proficiency in the CASEL framework; can <u>partially</u> articulate the <i>why</i> behind social-emotional learning and how it is different from character-based education; has made <u>some</u> <u>attempts to prioritize</u> the role mental health plays in human development by supporting the whole child through <u>a few</u> wrap around services.	Is fluent in the CASEL framework; articulates the <i>why</i> behind social-emotional learning and how it is different from character education; <u>prioritizes</u> the role mental health plays in human development by supporting the whole child through <u>key, effective</u> wrap around services in the school setting.	Models fluency in the CASEL framework and <u>builds capacity</u> in staff to do the same; articulates <u>clearly and definitively</u> the <i>why</i> behind social-emotional learning and how it is different from character education, and teaches staff to do the same. <u>Fully</u> <u>prioritizes and integrates</u> the role mental health plays in human development by supporting the whole child through <u>comprehensive, effective</u> wrap around services in the school setting.	
Proactive Support Systems	Develops proactive, trauma-informed, evidence-based school-wide support systems to address tiered student needs.				Chronic Absenteeism Rates (< 5%) < 2 % rate of suspensions (including in-school suspension) Practices of Restorative Justice, including Community Circles, Repair-Harm Circles, and Affinity Circles are effectively utilized across the school with students, staff, and families Student Survey: ≥95% completion <ul style="list-style-type: none">• ≥ 70% agree or strongly agree with statement: <i>I feel like I belong at this school.</i> Student Panorama Climate Survey: % of students who respond in top 2 box to following questions: <ul style="list-style-type: none">• <i>How connected do you feel to the adults at your school?</i>• <i>How much respect do students in your school show you?</i>
	Provides <u>minimal or inadequate</u> support for students’ social and emotional needs; <u>does not yet</u> incorporate an evidence-based or trauma-informed approach when designing supports.	Develops <u>some evidence-based supports</u> to address students’ social and emotional needs; incorporates <u>some</u> elements of trauma-informed care in these supports; supports are often <u>reactive, targeted interventions</u> for high-need students;	Works with leadership team to develop <u>proactive, trauma-informed, evidence-based</u> school-wide systems to support students’ social and emotional development needs; fosters strong connections among students and adults by ensuring that every student has <u>at least one</u> trusting and supportive adult connection.	Develops <u>proactive, trauma-informed, evidence-based, school-wide</u> support systems for <u>all</u> students through intentional design and redesign of integrated services and supports (SEL, counseling, family partnerships, etc); <u>builds capacity of all staff</u> to support and enhance students’ social and emotional development; ensures that each student is valued through systems that foster strong connections with other students and adults.	
Alignment with Academics	Aligns the initiatives, supports, and resources that braid social emotional learning and academics together. Integrates instructional and intervention support so that systemic changes are sustainable.				Student Panorama Self-Report on SEL % of students who respond in top 2 box to following questions: <ul style="list-style-type: none">• <i>I noticed and complimented others’ accomplishments.</i>• <i>I was able to stand up for myself without putting others down.</i>
	<u>Does not yet align</u> initiatives, supports, and resources that braid social-emotional learning and academics; <u>does not yet</u> integrate instructional and intervention supports to ensure they are long-lasting and endure.	<u>Sometimes</u> aligns initiatives, supports, and resources that braid social-emotional learning and academics; <u>begins to integrate</u> instructional and intervention supports so that changes are long-lasting and can endure.	<u>Mostly</u> aligns initiatives, supports, and resources that braid social-emotional learning and academics; <u>mostly integrates</u> instructional and intervention supports so that changes are long-lasting and can endure.	<u>Intentionally</u> aligns all initiatives, supports, and resources that braid social-emotional learning and academics; <u>purposefully</u> integrates all instructional and intervention supports so that changes are long-lasting and endure.	
Restorative Justice Practices	Demonstrates an understanding of the <i>why</i> behind restorative justice practices and can articulate the role they play in promoting equity. Models and teaches school-level practices of restorative justice for students, staff, and families.				
	Demonstrates minimal understanding of the <i>why</i> behind restorative justice practices and <u>cannot yet</u> articulate the role they play in promoting equity;	Demonstrates <u>some</u> understanding of the <i>why</i> behind restorative justice practices and can <u>somewhat</u> articulate the role they play in promoting equity; has begun to	Demonstrates understanding of the <i>why</i> behind restorative justice practices and articulates the role they play in promoting equity; <u>models and teaches</u> school-level practices of restorative justice (including	Demonstrates understanding of the <i>why</i> behind restorative justice practices and articulates the role they play in promoting equity; <u>consistently stands by</u> the core beliefs of restorative practices even when tested in challenging circumstances;	

	does not yet employ school-level practices of restorative justice for students, staff, or families; rarely employs restorative justice practices as an alternative to suspension.	employ some school-level practices of restorative justice for students; sometimes employs restorative justice practices as an alternative to suspension.	community circles, repair-harm circles, and affinity circles) for students and staff; models and teaches both proactive and reactive approaches; usually employs restorative justice practices as an alternative to suspension.	models and teaches school-level practices of restorative justice (including community circles, repair-harm circles, and affinity circles) for students, staff, and families, and coaches others to do the same; models, teaches, and coaches others regarding both proactive and reactive approaches; almost always employs restorative justice practices as an alternative to suspension.	Responses on Student Panorama Survey on Learning Strategies are at or above the NSVF cohort average Teacher Panorama Climate Survey: % of teachers and staff who respond in top 2 box to following questions: <ul style="list-style-type: none">How supportive are students in their interactions with each other?How often do you see students helping each other without being prompted?
Student Culture	Develops and supports a school-wide student culture that sets high expectations for student behavior and is focused on the positive behavior of students.				Frequent reviews of key student behavior data with staff members, families, and students, as appropriate, to identify immediate challenges and equitable solutions
	Sets low expectations for student behavior; focuses on negative behavior of students in attempts to redirect behavior; does not yet engage students as owners of their school culture.	Sets inconsistent expectations for student behavior (some expectations are high, some are low); sometimes focuses on students' positive behavior and sometimes recognizes positive behavior to reinforce expectations; sometimes prompts students to praise and celebrate one another's individual and collective successes.	Usually sets high expectations for student behavior; usually focuses on the positive behavior of students and usually recognizes positive behavior to reinforce expectations; creates a culture where students often take ownership for praising and celebrating one another's individual and collective successes.	Always sets high expectations for student behavior; intentionally and consistently focuses on the positive behavior of students and recognizes positive behavior to reinforce expectations; creates and sustains a culture in which students always take ownership for praising and celebrating one another's individual and collective successes, and in which students almost always lead their peers toward positive behavior and choices with little or no prompting from the adults.	
ACADEMIC					
Learning Environment	Designs and promotes a safe and productive learning environment by upholding consistent expectations and delivering situationally appropriate consequences for student behavior, aligned with social emotional learning and restorative justice practices.				Academic TNTP Insight Survey: % of staff that agree/strongly agree that: Learning Environment <ul style="list-style-type: none">Interactions between students and adults at my school are respectful.Across my school, there are consistent expectations and consequences for behavior.School leaders promote a safe and productive learning environment in my school. Academic Opportunity <ul style="list-style-type: none">I mostly use the adopted curriculum, rather than materials I found or created.Students at my school support their answers and explain their thinkingStudents at my school can achieve the academic standards for their grade level.
	Fails to ensure that the learning environment is safe and productive; does not yet promote productive interactions between students and adults; upholds inconsistent expectations and delivers situationally inappropriate consequences for student behavior; rarely addresses misbehaviors and does not yet align responses to social-emotional learning and restorative justice practices.	Manages a learning environment that is somewhat safe and productive; attempts to promote productive interactions between students and adults; upholds consistently some basic expectations and sometimes delivers situationally appropriate consequences for student behavior; sometimes addresses misbehaviors and aligns those responses to social-emotional learning and restorative justice practices.	Ensures the learning environment is safe and productive by promoting productive interactions between students and adults; usually upholds consistent expectations and delivers situationally appropriate consequences; usually addresses misbehaviors, as appropriate, and aligns those responses to social-emotional learning and restorative justice practices.	Continually assesses systems to ensure the learning environment is safe and productive; continuously promotes productive interactions between students and adults, and teaches others to do the same; always upholds consistent expectations and delivers situationally appropriate consequences; always addresses misbehaviors, as appropriate, and intentionally aligns those responses to social-emotional learning and restorative justice practices.	
Academic Opportunity	Ensures all students are met with high expectations through rigorous, standards-aligned curriculum that provides access to grade level content and promotes students' higher order thinking and through lesson execution that matches the demands and rigor of the standards.				Implementation of standards-based curriculum and practices CA Dashboard "Access to a Broad Course of Study" <ul style="list-style-type: none">Minutes of coding, science, and social studies Student Panorama Climate Survey: % of students who respond in top 2 box
	Supports staff use of a curriculum that is not rigorous or standards-aligned; supports staff use of curricular materials, lessons, and strategies that do not represent grade level	Develops and supports the implementation of standards-aligned curriculum; attempts to ensure that all students have access to curricular materials and strategies that represent grade level content and promote students' higher order	Engages the leadership team and other key staff in developing, adapting, and implementing standards-aligned curriculum to meet student learning needs; ensures that students have access to curricular materials and strategies that represent grade level content and	Builds the capacity of staff to effectively develop, adapt, and implement rigorous, standards-aligned curriculum to effectively address all students' learning needs; ensures that all students have access to curricular materials and strategies that represent grade level content and promote students' higher order thinking; builds	

	content or promote students' higher order thinking.	thinking; <u>attempts to ensure</u> that lesson execution matches the demands and rigor of the standards.	promote students' higher order thinking; <u>usually</u> ensures that lesson execution matches the demands and rigor of the standards.	capacity of staff to ensure lesson execution matches the demands and rigor of the standards.	to following questions: <ul style="list-style-type: none">• <i>Adults working at this school treat all students respectfully.</i>• <i>How often do teachers make you explain your answers?</i>• <i>When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?</i>• <i>Overall, how high are your teachers' expectations of you?</i>• <i>When you are not in school, how often do you talk about ideas from your classes?</i> Student Panorama Self-Report on SEL % of students who respond in top 2 box to following questions: <ul style="list-style-type: none">• <i>I like complex problems more than easy problems.</i>• <i>I like activities that challenge my thinking abilities.</i>
Culturally and Linguistically Relevant Content and Pedagogy	Implements culturally and linguistically relevant content and pedagogy, reflecting and affirming the identities of students.				
	Does <u>not yet</u> implement culturally and linguistically relevant content and pedagogy.	Provides <u>some</u> training resources and texts regarding culturally and linguistically relevant content and pedagogy (CLRP) to staff; <u>attempts to</u> ensure that content and pedagogy reflect and affirm the identities of students; <u>attempts to</u> ensure that CLRP is happening across <u>some</u> classrooms.	Effectively executes on Caliber's vision regarding culturally and linguistically relevant content and pedagogy (CLRP); provides training and offers resources regarding CLRP to staff; ensures that content and pedagogy reflect and affirm the identities of students; ensures that CLRP is consistently happening across <u>most</u> classrooms	Builds the <u>capacity</u> of staff through ongoing modeling and training regarding culturally and linguistically relevant content and pedagogy, aligned with Caliber's vision; offers <u>differentiated</u> opportunities for staff to develop their skills in this area; <u>consistently monitors</u> to ensure that content and pedagogy reflect and affirm the identities of students; <u>regularly monitors</u> to ensure that CLRP is consistently happening across <u>all</u> classrooms.	
Instructional Planning	Creates systems and structures to support collaborative instructional planning among teachers related to standards-aligned curriculum, mastery tracking and student data analysis. Provides access to content knowledge expertise throughout planning cycles.				
	Has <u>not yet</u> created systematic opportunities for teachers to collaborate; supports informal collaboration that is <u>not in alignment</u> with the academic priorities of the organization; <u>does not encourage</u> teachers to analyze standards, curricula, and aligned assessments; supports staff use of <u>misaligned</u> lessons and units that are disconnected from year-end goals; <u>rarely</u> reviews mastery tracking data and student work.	Encourages teachers to collaborate and plan <u>in alignment</u> with the academic priorities of the organization; encourages teachers to analyze standards, curricula, and aligned assessment to develop and implement their own lesson and unit plans; <u>occasionally</u> reviews mastery tracking data and student work, though not in a systematic way that allows for adjustment to future instruction.	Creates opportunities for teachers to collaborate and plan <u>in alignment</u> with the academic priorities of the organization; <u>leads</u> the analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; <u>facilitates</u> analysis and review of mastery tracking data and student work to plan for future instruction; <u>involves</u> the leadership team in observing and coaching instructional planning meetings among teachers.	Creates <u>multiple, systematic</u> opportunities for teachers to collaborate and plan <u>in alignment</u> with the academic priorities of the organization; <u>models and builds the capacity</u> of the staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to analyze and review mastery tracking data and student work to plan for future instruction; <u>coaches the leadership team</u> as they observe and coach instructional planning meetings among teachers.	Student Academic Outcomes MAP ≥ 80 % of students making >1x typical growth in Math and ELA ≥ 50% of students who are below proficiency making >1.5x expected growth in Math and ELA State Testing (SBAC and CAST) Distance From Standard (DFS) in ELA is "High" or "Very High" (as reported on the California Dashboard) Distance From Standard (DFS) in Math is "High" or "Very High" (as reported on the California Dashboard) % proficiency in ELA and Math on SBAC are meeting or exceeding the Statewide level for students overall and for each grade and numerically significant student sub-group STEP % of students scoring at grade level equivalent on EOY STEP assessment English Language Learners EL Progress Indicator is "High" or "Very High" (as reported on the California Dashboard) Annual reclassification rate of ≥ state average CLRP
Observation and Feedback	Increases teacher effectiveness with consistent observation and feedback cycle.				
	<u>Rarely</u> observes and coaches; when coaching does happen, <u>does not yet</u> affirm strengths or identify highest-leverage areas for improvement; <u>does not yet</u> provide support for implementation of feedback or changes; <u>does not yet</u> follow-up to see how feedback has been implemented; <u>cannot demonstrate yet</u> how coaching has led to increased teacher effectiveness.	<u>Occasionally</u> observes and coaches; <u>sometimes</u> captures coaching interactions on tracking tool; affirms strengths and identifies areas for improvement, though these may not always be the highest-leverage areas; provides <u>some</u> support for implementation of feedback and/or changes; <u>occasionally</u> follows-up to see how feedback from the last observation has been implemented; can <u>sometimes</u> demonstrate how coaching has led to increased teacher effectiveness.	<u>Consistently</u> observes and coaches; <u>almost always</u> captures coaching interactions on tracking tool; affirms strengths and <u>usually</u> identifies highest-leverage areas for improvement; provides feedback on both content (what) and delivery (how); <u>usually</u> provides support for implementation of feedback and/or changes with action steps that are measurable, observable, achievable, and digestible; <u>usually</u> narrates a precise action that allows teacher opportunities for self-reflection; <u>usually</u> follows-up to see how feedback from the last observation has been implemented; can link coaching to improved teacher	<u>Consistently</u> observes and coaches (at least bi-weekly), and teaches others to do the same; <u>always</u> captures coaching interactions on tracking tool; affirms strengths and <u>always</u> identifies highest-leverage areas for improvement; provides feedback on both content (what) and delivery (how); <u>always</u> provides support for implementation of feedback and/or changes with action steps that are measurable, observable, achievable, and digestible; <u>always</u> narrates a precise action that allows teacher opportunities for self-reflection; checks for teacher understanding of action steps through practice; <u>always</u> follows up to see how feedback from the last observation has been implemented; can link coaching to	

			practice and improved student outcomes.	improved teacher practice and improved student outcomes.	Implementation of Culturally and Linguistically Relevant Pedagogy across classrooms
Professional Development	Creates a scope and sequence that focuses on network and school site priorities and facilitates professional learning and coaching opportunities to help each teacher improve their instructional practice.				
	Does not yet lead or provide regular learning opportunities for teachers focused on network and school-site priorities.	Facilitates group-based, undifferentiated professional learning, sometimes based on network and school-site priorities; attempts to model culturally and linguistically relevant pedagogy through pd facilitation; sometimes assesses teacher satisfaction with the professional development offerings.	Develops a scope and sequence for professional learning opportunities and coaching based on network and school-site priorities, trend-level data, and personal development goals; plans and facilitates high-quality small- and large-group professional development sessions; usually differentiates sessions to meet teachers' learning styles and growth needs; usually models culturally and linguistically relevant pedagogy through pd facilitation; usually assesses whether pd helps teachers improve instruction.	Develops a robust scope and sequence for professional learning opportunities and coaching based on network and school-site priorities, trend-level data, and personal development goals; plans and facilitates high-quality small- and large-group professional development sessions, and teaches others to do the same; always differentiates sessions to meet teachers' learning styles and growth needs; models culturally and linguistically relevant pedagogy through pd facilitation, and teaches others to do the same; systematically assesses whether pd helps teachers improve instruction, and makes appropriate adjustments.	<p>Student Panorama Climate Survey: % of students who respond in top 2 box to following questions:</p> <ul style="list-style-type: none"> <i>This school provides instructional materials that reflect my cultural background, ethnicity, and identity.</i> <p>TNTP Insight Survey: % of teachers who agree/strongly agree with statements:</p> <p>Instructional Planning</p> <ul style="list-style-type: none"> <i>An instructional leader at my school regularly reviews student work from my classroom.</i> <i>My school has dedicated time for teachers to analyze student work and/or assessments to plan for future instruction based on student performance.</i> <i>I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.</i> <p>TNTP Insight Survey: % of staff that agree/strongly agree that:</p> <p>Observation and Feedback</p> <ul style="list-style-type: none"> <i>My observer consistently follows up to see how I am implementing feedback from our last observation.</i> <i>When I get feedback after an observation, I receive support to implement those changes.</i> <i>The feedback I get from being observed helps me improve student outcomes.</i> <i>When I am observed, I get feedback on what I am teaching (the content of the lesson) in addition to how I am teaching.</i> <i>Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.</i> <p>TNTP Insight Survey: % of staff that agree/strongly agree that:</p> <p>Professional Development</p> <ul style="list-style-type: none"> <i>My school is committed to improving my instructional practice.</i> <i>Professional development opportunities at my school are well planned and facilitated.</i> <i>My school assesses whether the professional development it provides helps teachers improve their instruction.</i> <i>Coaching and feedback at my school include demonstrations (either live or in video) of</i>
Data-Driven and Differentiated Instruction	Monitors multiple forms of student-level data to inform instructional and intervention decisions.				
	Rarely uses data appropriately to identify trends or prioritize needs as related to instruction and intervention; rarely supports staff's development and use of data to guide instructional decisions; rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions; rarely holds teachers accountable for analyzing student work and learning data.	Uses limited sources of data to monitor instruction and sometimes draws inaccurate conclusions about instruction given limited data; has not yet created systems to ensure consistent collection of data for analysis; communicates expectation of using data to inform instruction, but provides minimal quality support on how to analyze, interpret or modify instruction, as a result there is little differentiation in instruction and academic interventions are limited to highest-need students; inconsistently holds teachers accountable for analyzing student work and learning data.	Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates systems for consistent data monitoring; supports and develops staff ability to analyze disaggregated, student-specific data to guide grouping and re-teaching decisions, and determine other appropriate differentiations and interventions; usually holds teachers accountable for analyzing student work and learning data, independently and collaboratively; implements structured data meetings.	Uses multiple sources of data, quantitative and qualitative, to monitor instruction, identify student outcome trends; and prioritize needs; creates systems for consistent data monitoring; builds capacity of staff to effectively and consistently use disaggregated, student-specific data to guide grouping and re-teaching decisions, and determine other appropriate differentiations and interventions based on individual students' learning needs; consistently holds teachers accountable for analyzing student work and learning data, independently and collaboratively; builds capacity of staff to create and lead structured data meetings.	

					<p><i>what effective teaching of rigorous content looks like.</i></p> <p>Scope and Sequence for Professional Learning</p> <p>Professional Development Agendas</p> <p>Intervention assignments and schedules frequently updated to reflect student needs and progress</p>
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LEADING FOR OPERATIONS EXCELLENCE

Are we creating the systems and financial models that support our long-term success and growth? Is our network financially and operationally sound?

	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Examples of Outcomes
In Service Of	Understands the community's needs and the organization's goals, and how excellence in operations supports them.				
	Does <u>not yet</u> seek to understand stakeholders' (students, parents, staff, board, etc) needs; <u>rarely</u> develops operational solutions in response to stakeholder needs; <u>does not yet</u> understand the organization's goals and context and how operations can support them and enhance outcomes for students (e.g., the 4 Pillars); <u>does not yet</u> demonstrate high expectations for operations excellence.	Sometimes seeks to understand stakeholders' (students, parents, staff, board, etc) needs, though this may be done reactively more than proactively; <u>attempts</u> to develop operational solutions in response to expressed needs; <u>somewhat</u> understands the organization's goals and context and how operations can support them and enhance outcomes for students (e.g., the 4 Pillars); demonstrates <u>inconsistent</u> expectations for operations excellence.	Seeks to understand stakeholders' (students, parents, staff, board, etc) needs and develops operational solutions in response to those needs; understands the organization's goals and context and how operations can support and enhance outcomes for students (e.g., the 4 Pillars); demonstrates <u>high</u> expectations for operations excellence.	Designs <u>ongoing, systematic</u> ways to understand stakeholders' (students, parents, staff, board, etc) needs; as a result, develops operational solutions that <u>satisfy and delight</u> them; fully understands the organization's goals and context and how operations can support them and enhance outcomes for students (e.g., the 4 Pillars); <u>models and develops</u> a culture of high expectations for operations excellence, and <u>teaches others to do the same</u> .	Operations Scorecard: Average grade of 2.2, with no 4s School leaders rely on Ops Lead to manage operations so that instructional teams can focus on teaching and learning TNTP Insight Survey: School Operations % of staff that agree/strongly agree that: <ul style="list-style-type: none"> • <i>Day-to-day operations at my school run smoothly.</i> • <i>Procedures at my school maximize the time students spend learning.</i> • <i>My school building is clean and well-maintained.</i> • <i>My school's systems track student information (e.g., grading, attendance, testing) in a way that is useful and up-to-date.</i> • <i>When I need something at my school, I know who to ask.</i> • <i>Non-academic services for students (such as buses and school meals) are well-managed.</i>
Problem-Solving	Anticipates problems when outlining plans and proactively develops contingency plans to adjust; when confronted with the unexpected, responds with an emotional constancy that is situationally appropriate and a solutions-orientation.				
	Rarely anticipates problems when outlining plans; does <u>not yet</u> proactively develop contingency plans; in unexpected and/or crisis situations, <u>does not yet</u> demonstrate ability to solve situations effectively with professionalism and an emotional constancy appropriate for the situation.	Sometimes anticipates high-level problems when outlining plans; sometimes develops contingency plans, though these may be lacking in necessary detail to be effective; in unexpected and/or crisis situations, is <u>inconsistent</u> in reactions and in ability to solve situations effectively; <u>sometimes</u> demonstrates professionalism and an emotional constancy appropriate for the situation; <u>sometimes</u> follows-up after project completion to identify what went wrong and how to do better next time.	<u>Almost always</u> outlines plans by thinking ahead to "what might go wrong"; as a result, develops contingency plans and adds timeline "slack" to adjust; <u>almost always</u> addresses problems in crisis situations smoothly and quickly; <u>almost always</u> responds with professionalism and an emotional constancy appropriate for the situation when confronted with the unexpected; <u>usually</u> follows-up after project completion to identify what went wrong and how to do better next time (post-mortem).	<u>Consistently</u> outlines plans by thinking ahead to "what might go wrong"; as a result, <u>regularly</u> develops contingency plans and adds timeline "slack" to adjust; <u>teaches others</u> to do this same pre-mortem thinking and analysis; <u>always</u> addresses problems in crisis situations smoothly and quickly; <u>models high</u> levels of professionalism and an emotional constancy appropriate for the situation when confronted with the unexpected, and <u>coaches others to do the same</u> ; <u>always</u> follows-up after project completion to diagnose what went well, what went wrong, and how to do better next time; internalizes the post-mortem reflections to create even better outcomes for the next project.	Parent and Student Survey Satisfaction Results <ul style="list-style-type: none"> • Timely communications, translated as appropriate • Supported by front office staff • Voice in planning • Building aesthetics promote teaching and learning • Meals are tasty and enjoyed by students • Safe school arrival and departure procedures
Quantitative Reasoning	Seeks out data to inform decision-making and analyzes data to make strong decisions.				
	Rarely seeks out or uses qualitative and quantitative data (or	Uses <u>limited</u> qualitative and quantitative data to inform decision-making; <u>sometimes</u>	<u>Almost always</u> seeks out qualitative and quantitative data to inform decision-making; <u>almost always</u>	<u>Always</u> seeks out the appropriate qualitative and quantitative data to inform decision-making; <u>always</u> applies	Enrollment: Achieves budgeted enrollment target (inclusive of within-year student attrition), plus 20% waitlist buffer

	relies on one type of data at the exclusion of another) to inform decision-making; inaccurately applies quantitative reasoning skills to make decisions; <u>does not yet</u> effectively use tools such as Excel and Google Sheets to represent and analyze data.	applies quantitative reasoning skills accurately to make decisions; <u>sometimes</u> uses the basic features of tools such as Excel and Google Sheets to represent and analyze data.	applies quantitative reasoning skills accurately and effectively to make decisions; <u>effectively</u> uses tools such as Excel and Google Sheets to represent and analyze data.	quantitative reasoning skills accurately and effectively to make strong decisions, and teaches others to do the same; <u>effectively</u> uses tools such as Excel and Google Sheets and their advanced features to represent and analyze data; <u>implements new</u> methods and systems of tracking operations to yield data for future decision-making.	<p>At time of enrollment lottery, have 3+ applicants for each open seat.</p> <p>Applicant pool mirrors geographic area served.</p> <p>Attendance ≥ 97% ADA annually and <5% chronic absenteeism</p> <p>Special Populations School is in full compliance with Education Code related to Special Education policies</p> <p>Reclassification processes for English Learners are carried out in timely and accurate manner. Zero audit findings.</p> <p>Personnel 100% of staff are paid accurately and on time each pay period.</p> <p>100% of school staff have complete, current, and accurate employee files, certifications, and background checks on file. Zero identified gaps, inaccuracies or audit findings.</p> <p>100% of teachers are fully credentialed or enrolled in credentialing program</p>
Systems-Level Thinking	Develops sustainable operating processes that work well with the resources at hand.				
	Does not yet create systems and processes to support operations; <u>does not effectively</u> identify areas where additional resources (personnel, technology, tools) can improve operating processes; <u>does not yet</u> demonstrate an understanding of basic concepts of “Total Quality Management” and “Continuous Improvement;” <u>does not yet</u> design holistic solutions that address academic, SEL, <i>and</i> operational factors.	Creates some systems and processes to support operations and that work reasonably well with the resources at hand and for the people involved; <u>sometimes</u> identifies areas where additional resources (personnel, technology, tools) can improve operating processes; <u>sometimes</u> applies basic concepts of “Total Quality Management” and “Continuous Improvement” to operations; <u>sometimes</u> designs holistic solutions that address academic, SEL, <i>and</i> operational factors.	Creates and maintains systems and processes that support <u>high-functioning</u> operations and that work well with the resources at hand and for the people involved; <u>effectively</u> identifies areas where additional <u>or redeployed</u> resources (personnel, technology, tools) can improve operating processes; <u>almost always</u> applies concepts of “Total Quality Management” and “Continuous Improvement” to operations; <u>usually</u> designs holistic solutions that address academic, SEL, <i>and</i> operational factors.	Creates, maintains, and evaluates in an ongoing manner systems and processes that support high-functioning operations and that work well with the resources at hand and for the people involved; <u>effectively</u> identifies areas where additional <u>or redeployed</u> resources (personnel, technology, tools) can improve operating processes; <u>models</u> the application of “Total Quality Management” and “Continuous Improvement” and teaches others to do the same; <u>always</u> designs holistic solutions that address academic, SEL, <i>and</i> operational factors; <u>develops effective training</u> tools for personnel involved in school operations so that they can become effective partners in systems and processes.	
Organizational Viability	Maintains a focus on the critical details essential for the organization’s viability, including risk management, regulatory compliance, and legal guidelines.				
	<u>Rarely</u> maintains a focus on critical details related to risk management, regulatory compliance, and legal guidelines; <u>rarely</u> demonstrates an understanding of the compliance requirements in each of the areas of school operations, including finance and purchasing, facilities, meals, assessment, civil rights and special populations, student records and reporting, safety and emergency planning, human resources, and technology; <u>rarely</u> meets compliance deadlines; submits <u>incomplete</u> and/or error-filled	Maintains a focus on <u>some</u> of the critical details related to risk management, regulatory compliance, and legal guidelines; demonstrates a <u>partial</u> understanding of the compliance requirements in each of the areas of school operations, including finance and purchasing, facilities, meals, assessment, civil rights and special populations, student records and reporting, safety and emergency planning, human resources, and technology; fulfills the <u>most urgent and important</u> compliance requirements on time and with no errors, but delays fulfilling others.	Maintains a focus on the critical details related to risk management, regulatory compliance, and legal guidelines; demonstrates understanding of the compliance requirements in each of the areas of school operations, including finance and purchasing, facilities, meals, assessment, civil rights and special populations, student records and reporting, safety and emergency planning, human resources, and technology; fulfills <u>almost all</u> compliance and reporting responsibilities <u>on time and with no errors</u> .	<u>Always</u> maintains a <u>proactive</u> focus on the critical details related to risk management, regulatory compliance, and legal guidelines; demonstrates a <u>complete</u> understanding of the compliance requirements in each of the areas of school operations, including finance and purchasing, facilities, meals, assessment, civil rights and special populations, student records and reporting, safety and emergency planning, human resources, and technology; fulfills <u>all</u> compliance and reporting responsibilities <u>on time and with no errors</u> .	<p>Facilities Facilities in good repair and ADA compliant</p> <p>Documented weekly walk throughs</p> <p>Facility Repair Tracker. Repairs completed in timely manner.</p> <p>Health Health inspections passed.</p> <p>Meals All reports filed on time. Zero audit findings. \$0 or positive budget variance for the year.</p> <p>Student Records and Reporting No identified gaps, inaccuracies or audit findings as related to electronic and physical student records (rosters, attendance records, meal counts, and Special Education records).</p>

	compliance requirements.				All state reports (e.g., CALPADS, attendance, etc.) are submitted on time with zero audit findings.
External Relationships	Maintains solid working relationships with external partners such as the district, vendors, and those with expertise on compliance-related matters.				No identified breaches or audit findings regarding confidentiality as required under FERPA and other guidelines.
	Rarely leverages relationships with external partners such as the district, vendors, and those with expertise on compliance-related matters.	Leverages relationships with a small set of existing external partners such as the district, vendors, and compliance experts, but does not yet cultivate new partnerships.	Usually develops solid working relationships with the district, vendor partners and prospective vendors, and other external partners; identifies sources of expert information on compliance matters related to school operations (e.g., CDE staff, SELPA staff, CCSA, CSDC, etc.) and almost always maintains solid working relationships with those organizations and individuals.	Always develops strong working relationships with the district, vendor partners and prospective vendors, and other external partners; proactively identifies sources of expert information on compliance matters related to school operations (e.g., CDE staff, SELPA staff, CCSA, CSDC, etc.) and always maintains strong working relationships with those organizations and individuals; when possible, finds ways to make these relationships mutually beneficial and reciprocal; develops a network of peers outside of the organization to share best practices and get advice when needed.	<p>Testing Annual testing window calendar—aligned with mandated reporting guidelines—defined before school year starts</p> <p>All testing and accountability reports filed on time. Zero audit findings.</p> <p>Technology Annual training completed on how to use technology properly and responsibly and how to access self-help resources for basic and common problems.</p> <p>Zero downtime for shared infrastructure (Wifi, phones, copiers, printers, etc). Teaching and learning is not interrupted by outages.</p> <p>Safety and Emergency Planning Updated comprehensive school safety plan exists. All staff trained on annual basis.</p> <p>Emergency drills and inspections are carried out as scheduled.</p> <p>100% of students and staff have updated emergency contact on file that is readily available</p> <p>External Relationships Aligned external partners identified and accessed to supplement available resources</p> <p>Active, productive relationships with key staff and Board members at authorizing entity</p> <p>Budget Finances and other resources aligned with strategic priorities</p> <p>25% of annual operating expenses as fiscal reserve</p> <p>Bottom line operating margin is at or</p>
Resource Management	Manages resources (people, financial, equipment) effectively to support the organization's short- and long-term goals.				
	Does not yet manage resources (people, financial, equipment) effectively; allocates resources to initiatives that do not align with organizational goals; does not yet review budget and/or expenditures to inform decision-making; does not yet seek or leverage other available resources to support organizational goals; does not yet hold oneself accountable for operating within the board-approved bottom line budget.	Attempts to manage resources (people, financial, equipment) effectively; distributes resources based on short-term priorities, but sometimes loses focus on investment in long-term goals; sometimes seeks out other available resources to meet immediate needs; periodically reviews budget and expenditures but not in detail; as a result, is not yet able to make fully informed resource allocation decisions; attempts to operate within the board-approved bottom line budget.	Almost always allocates all resources in alignment with both short- and long-term priorities and consistently seeks external resources to fill any gaps; tracks budget and expenditures on a monthly basis and raises variances; consistently uses budget and spending records to make fully informed resource allocation decisions; almost always operates within the board-approved bottom line budget.	Creatively leverages and always maximizes all resources to support short- and long-term priorities, and is relentless in actively accessing additional resources that align to strategic goals; tracks budget and expenditures on a monthly basis and raises variances; consistently uses budget and spending records to make fully informed resource allocation decisions; always operates within the board-approved bottom line budget, and holds others accountable for doing the same.	

					<div>above board-approved budget</div> <div>Financial Clean annual financial audit.</div> <div>No material deviations identified in staff adherence to Caliber’s financial policies and procedures.</div> <div>All financial activity (payments, credit card bills, bank accounts) reconciled within 10 days of month’s end</div>
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Fiscal Policies and Procedures

Approved: June 17, 2020

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ROLES & RESPONSIBILITIES

Governing Board

- The Caliber Public Schools (“Caliber”) Board formulates financial policies and procedures for the organization, including its policies related to investments, reserves, and borrowing;
- approves all loans or borrowing undertaken by the organization;
- delegates administration of the policies and procedures to the Chief Operating Officer;
- approves the organization’s annual budget and mid-year updates as needed;
- commissions an annual financial audit by an independent third party auditor who reports directly to the Board, and approves the final audit report; and
- appoints someone to perform Chief Operating Officer responsibilities in the case of absence.

Chief Operating Officer

- The Chief Operating Officer (“COO”) Holds responsibility for all financial operations and activities of the organization;
- monitors cash and investment account balances to ensure appropriate working capital and reserves are available for day-to-day operations;
- manages investments and borrowing consistent with the direction of the Board;
- monitors cash receipts to ensure expected funding is received and deposited on a timely basis;
- monitors operating expenses and capital expenditures to adhere to approved budgets and ensure compliance with restrictions imposed by donors or public funding sources;
- reviews bank statements and cash account reconciliations on a monthly basis;
- manages monthly and year-end close processes, including booking and reconciling cash and non-cash activity;
- provides regular budget reports to the Governing Board; and
- ensures final audit report is provided to the charter-granting agency and any other agencies requiring the information.

All Staff

- All staff are expected to manage expenditures appropriately to budgets they oversee;
- ensure that financial resources they oversee are utilized in a fiscally responsible manner; and
- account for all expenses made under their purview on behalf of Caliber.

Accounting Team (Including In-House Staff and External Contractors)

- The accounting team opens mail, enters invoices for payment, and deposits checks received;
- creates purchase orders as required by vendors;
- prepares manual payments as needed;
- processes payroll and benefits/retirement plan contributions on a timely basis;
- records all activity in the accounting system accurately and in a timely manner;
- performs bank and credit card reconciliations; and
- provides additional oversight on large expenses.

To the degree possible given the small size of the team, financial duties and responsibilities are separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

ACCOUNTS PAYABLE

Authorization of Expenditures

Schools:

- All contracts, purchases, or other expenditures (collectively referred to hereafter as “Expenditures”) in excess of \$1,000 made on behalf of the school must be approved by one of the School Leaders. The Chief Operating Officer, Chief Schools Officer, and Chief Executive Officer may also approve Expenditures on behalf of schools. Expenditures in excess of \$25,000, that will result in the school exceeding its currently approved budget, or that use restricted funds, must also be approved by the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer. Expenditures in excess of \$100,000 must also be approved by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole.
- Expenditures below \$1,000 can be approved by a delegate of the School Leader (typically the Operations Lead of the school), provided that the delegate is approved by the Chief Operating Officer.
- In the case of Expenditures being reimbursed or paid to the School Leader, the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer must approve the reimbursement.

Network and Schools Support Organization (SSO):

- All Expenditures in excess of \$1,000 made on behalf of the network as a whole (across multiple schools) or the SSO team must be approved by the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer.
- Expenditures in excess of \$100,000 or that will result in the organization as a whole exceeding its currently approved budget must also be approved by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole.
- Expenditures below \$1,000 can be approved by a delegate of the Chief Operating, provided that the delegate is approved by the Chief Executive Officer.
- In the case of Expenditures being reimbursed or paid to the Chief Operating Officer or the Chief Schools Officer, the Chief Executive Officer must approved the reimbursement.
- In the case of Expenditures being reimbursed or paid to the Chief Executive Officer, the Board Chair must approve the reimbursement. The Board Chair may elect to delegate the approval of reimbursements of routine business Expenditures below \$1,000 to a staff member other than the Chief Executive Officer (typically the Chief Operating Officer).

When approving Expenditures, the appropriate approver must:

- confirm that the Expenditure falls within the currently approved budget;
- contact the accounting team or Chief Operating Officer to confirm that funds are currently available for Expenditure;
- confirm that the Expenditure is allowable under the appropriate revenue source;
- confirm that the Expenditure is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations; and

- confirm that the price is competitive and prudent. All Expenditures above \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services.

Signing of Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting with outside parties. Potential conflicts of interest will be disclosed and addressed pursuant to the organizations Conflict of Interest Code.

Schools:

- School Leaders are the only school-based signers of contracts. The Chief Operating Officer, Chief Schools Officer, and Chief Executive Officer may also sign contracts on behalf of schools.
- School Leaders may sign contracts for up to \$25,000 of duly approved school Expenditures. All contracts in excess of \$25,000 will be signed by the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer.
- Contracts in excess of \$100,000 must be approved on a case-by-case basis by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole. Once approved by the Board, such contracts may be signed by the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer.
- School Leaders are responsible for ensuring that school-based contracts are performed to completion.

Network and School Support Organization (SSO):

- The Chief Operating Officer, Chief Schools Officer, and Chief Executive Officer are the only approved signers of contracts on behalf of the network as a whole or the SSO team. They may sign contracts for up to \$100,000 of duly approved Expenditures.
- Contracts in excess of \$100,000 must be approved on a case-by-case basis by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole. Once approved by the Board, such contracts may be signed by the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer.
- The Chief Operating Officer is responsible for ensuring that network-based contracts are performed to completion.

Contract Documentation

All contracts above \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the organization.

Written contracts clearly defining work to be performed will be maintained for all contract service provider relationships involving an Expenditure of \$5,000 or more (i.e. consultants, independent contractors, subcontractors).

Contract service providers must show proof of being licensed and bonded, if applicable, and of

having adequate liability insurance and worker's compensation insurance currently in effect. The Chief Operating Officer may also require that contract service providers list Caliber as an additional insured on service providers' insurance policies.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the contractor will provide a W-9 prior to submitting any requests for payments.

Contract service providers will be paid in accordance with approved contracts as work is performed.

Payments to Vendors

A. ACH Payments

The Chief Executive Officer, Chief Operating Officer, and Board Chair will have the authority to execute ACH payments.

B. Online Bill Pay

The Chief Executive Officer, Chief Operating Officer, and Board Chair will have the authority to execute online bill payments.

C. Checks

Bank checks will be kept under lock and key with the Chief Operating Officer or School Leaders. When there is a need to generate a bank check, the check will be entered into a ledger at the same time that the check is written. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check or a check made out to themselves. The Chief Operating Officer will put in place appropriate procedures to ensure that all checks are accounted for at all times (e.g., by monitoring check registers for any missing checks, and by ensuring that voided checks are stored in the organization's accounting files).

BANK ACCOUNTS, CREDIT CARDS & CASH

The Board of Directors is authorized to open and close bank and credit card accounts. The Board Chair, Chief Executive Officer, and Chief Operating Officer are authorized as co-administrators on all bank and credit card accounts.

Bank Accounts

The organization is expected to maintain two types of bank accounts:

- **General Accounts** - The majority of the organization's deposits will be held in accounts that only the Board Chair, Chief Executive Officer, and Chief Operating Officer are authorized to access. Only these individuals will have signing authority over these accounts or access to the funds in the accounts.
- **School-level Accounts** - For the purpose of managing day-to-day Expenditures and other activities, the Chief Operating Officer is authorized to open a school-level account in conjunction with any School Leader. At no time will such a school level account hold more than \$10,000 in deposits, and at no time will checks or other payments in excess of \$1,000 be made from such accounts without the prior approval of the Chief Operating Officer, Chief Schools Officer, or Chief Executive Officer. Excess funds will be transferred to the organization's general bank accounts in order to ensure that the school-level account stays below a \$10,000 balance. Only the Board Chair, the Chief Executive Officer, the Chief Operating Officer, and the School Leader (or the Operations Lead of the school, if the School Leader and Chief Operating Officer both so approve) will have access to these accounts.

Petty Cash

This section covers the management of petty cash on hand at the schools.

All cash held at schools will be the responsibility of the School Leaders and the school Operations Lead. Teachers, office personnel, and other staff shall not hold cash separately (e.g., for school events, fundraising, etc.). All cash will be delivered to a School Leader or Operations Lead on the same day it is received.

At no times will cash held at schools overnight exceed \$500. Excess cash will be deposited into the school-level bank account to maintain a cash-on-hand balance less than \$500. The network services team will not hold petty cash funds.

No Loans will be made from the petty cash funds.

Step	Person Responsible	Task	Frequency
1	Operations Lead	Store cash in a locked drawer or file cabinet. Provide additional key only to the School Leader.	At all times

2	Operations Lead	Provide a completed and signed petty cash slip for all withdrawals. Attach documentation of purchases. Record all transactions on the petty cash ledger as they occur.	At all times
3	Operations Lead	Forward all documentation to accounting team for recording in the accounting software.	Monthly
4	Operations Lead	Immediately report any irregularities in the petty cash fund to the School Leader and Chief Operating Officer.	As needed
5	Staff Member	Provide Operations Lead with an itemized register receipt for all purchases made with petty cash.	Within 48 hours of purchase
6	Operations Lead	Ensure that petty cash slips are properly completed and receipts attached.	Monthly
7	Accounting Team	Conduct unannounced counts of the petty cash.	Quarterly, at irregular times
8	Accounting Team	Reconcile petty cash amount in accounting software.	Monthly
9	Chief Operating Officer	Review the reconciliation and notify the Board immediately if any discrepancies are found.	Monthly

Credit Cards

Credit Cards

The Chief Operating Officer or Chief Executive Officer may authorize key individuals to carry and use a Caliber credit card to make purchases on behalf of the school or network, consistent with the Expenditure approval policies above.

Credit cards will be kept under supervision of the approved individual, and all related documentation of purchases will be turned in to the accounting team monthly for reconciliation. If itemized receipts are not available or are missing, the individual making the charge will be held responsible for payment.

Account Reconciliations

This section covers the process for reconciling bank and credit card accounts.

Step	Person Responsible	Task	Frequency
1	COO or Operations Lead	Record bank history into bank ledger as it occurs.	As receipts / Expenditures occur
2	COO or Accounting	Download bank statements and send to	Monthly

	Team	the Operations Leads	
3	Accounting Team	<p>Examine all checks for date, name, amount, cancellation, and endorsement.</p> <p>Research any discrepancies or any checks over 90 days, and if applicable, adjust them in the accounting system.</p> <p>Examine all ACH and online bill payments for date, name, and amount. Research any discrepancies and reconcile.</p>	Monthly
4	Accounting Team	<p>Prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.</p> <p>Compare the reconciled bank balance to the cash in the bank account and to the general ledger. Immediately report any discrepancies to the Chief Operating Officer.</p>	Monthly
5	Accounting Team	Prepare reconciliation of bank activity to be reviewed by the Chief Operating Officer.	Monthly
6	Chief Operating Officer	Review the reconciliation and notify the Board immediately if any discrepancies are found.	Monthly

PURCHASING PROCEDURES

Establishing a New Vendor

Caliber is a non-profit organization and at times will be eligible for discounted products and services. When establishing new vendor accounts, inform vendors of our status and use our Internal Revenue Service Code Section 501(c)(3), number: 46-1219795. Please note: orders are not currently exempt from sales tax.

Purchase Orders

Caliber does not require the use of purchase orders. This section covers the process for vendors that require a purchase order prior to delivering a product or service.

Step	Person Responsible	Task
1	Staff Member	Fill out purchase order request form.
2	Authorizer	Approve the purchase order request.
3	Accounting Team	Create purchase order, add it to the purchase order log, and send the purchase order to the requesting staff member.
4	Staff Member	Provide the purchase order to the vendor.

Invoice Payments

Invoices should be reviewed and sent to the accounting team immediately upon receipt. Invoices are paid at least weekly or more frequently as needed. This section covers the process for submitting an invoice for payment.

Step	Person Responsible	Task
1	Staff Member	Identify that all goods/services billed have been received. If not, adjust invoice accordingly. Forward to accounting for submission in Concur (Caliber's invoice payment software) with all supporting documentation.
2	Accounting Team	If invoice details are complete, code invoice with budget line item(s), and forward to an approver via the Concur software.
3	Authorizer(s)	Review invoice and documentation and approve in Concur software if accurate.
4	Accounting Team	Verify invoice coding and initiate payment either through the Concur software or via the Caliber credit card account.
5	Chief Operating Officer	Typically, payments will be processed through the Concur software, but in circumstances where payments are required more quickly, the Chief

		Operating Officer may prepare a manual check or issue an ACH payment.
6	Accounting Team	Upload approved invoices and payments into accounting system in a timely manner (no later than 2 business days after payments are authorized/made).

Payments Using a Caliber Credit Card

Caliber's preferred method is to receive an invoice from vendors and pay by check. However, a Caliber credit card may be used when a vendor will not accept another form of payment. Credit Cards are to be used for business purposes only. Personal purchases of any type are not allowed.

If payment is made using a Caliber credit card account, follow the process below.

Step	Person Responsible	Task	Deadline
1	Staff Member	Keep track of all itemized receipts (including refund receipts).	As purchased
2	Staff Member	Scan/send receipts to Concur software for tracking.	Within 2 days of purchase
3	Staff Member	Complete a monthly report in the Concur software that details the budget line items and description of each purchase. Attach all receipts.	Monthly
4	Authorizer	Review reports submitted by staff members and confirm accuracy. Return to accounting team.	Within 2 days
5	Accounting Team	Code activity and import into general ledger and reconcile on a monthly basis. Complete reconciliation as noted above.	Within 2 days
6	Chief Operating Officer	Review the reconciliation and notify the Board immediately if any discrepancies are found.	Monthly

Independent Contractors (1099 Vendors)

This section refers to independent contractors, known as 1099 vendors. These are defined as outside individuals or companies who are contracted by Caliber to provide services and are not paid through Caliber's payroll processes for employees. Such individuals must meet all of the following criteria:

- A. the individual must be free from the control and direction of the Caliber in connection with the performance of the work, both under the contract for the performance of such work

and in fact;

- B. the individual must perform work that is outside the usual course of Caliber's business; and
- C. the individual must be customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for Caliber.

Such individuals are typically self-employed, have no set hours, and have the freedom to render services which are not controlled by Caliber. Independent contractors also typically work for a pre-determined period of time on a specifically defined project. Prior to hiring an independent contractor, consideration will be made of in-house capabilities to accomplish services.

Step	Person Responsible	Task	Deadline
1	Caliber Staff Member that is the Hiring Party	Identifies need not available in-house, identifies an independent contractor who can provide the for services, and makes a request to the School Leader, Chief Operating Officer or Chief Schools Officer to hire an independent contractor to provide the services	As needed
2	School Leader, Chief Operating Officer, or Chief Schools Officer	Consults with HR and accounting as necessary in order to evaluate the criteria for independent contractor status. If valid, approves the request.	As needed
3	Contractor	Provides a contract outlining services to be completed. Provides a completed W-9 to Caliber	In advance of beginning work
4	Accounting Team	Reviews W-9 and draft contract for compliance. If acceptable, forwards to appropriate signer within Caliber.	In advance of beginning work
5	Authorized Contract Signer	Signs contract with independent contractor, after which work can begin	In advance of beginning work
6	Contractor	Completes work and submits invoice(s) to hiring party.	Monthly or at completion of project
7	Hiring Party	Follows guidelines for invoices payments.	As invoices are received
8	Accounting Team	Provides 1099 to contractor	Annually as required by law

RECEIPTS / ACCOUNTS RECEIVABLE

Documentation will be maintained for accounts receivable and forwarded to the accounting team. Accounts receivable will be recorded by the accounting team in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

This section covers how to handle cash and checks received in the mail or at an event/activity where donations are received or Caliber products (i.e. uniforms) are sold.

Cash & Checks Received by Mail

Step	Person Responsible	Task	Frequency
1	Operations Lead & Office Staff	Open mail together. Count all cash and checks, and record amount.	Daily
2	Office Staff	Create a deposit summary of all cash and checks received, itemizing the amount, source, and purpose of each payment. Sign and date the summary. Give the cash, checks, and deposit summary to the Operations Lead, along with original count done together.	Daily
3	Operations Lead	Count the funds and verify amount matches original count, and enter the amounts in the appropriate ledger. Sign and date the summary, and provide budget codes for the deposits.	As received
4	Operations Lead	Endorse all checks with the school deposit stamp, containing the following information: "For Deposit Only; Caliber; Bank Name; Bank Account Number, Date Received by the School."	As received
5	Operations Lead	Securely lock the funds in a locked box, placed in a drawer, file cabinet or safe, along with the deposit summary.	Daily
6	Operations Lead	Empty lockbox and deposit all cash and checks. Keep copy of receipt in files with deposit summary for monthly reconciliation.	Twice per Week
7	Operations Lead	Send copy of all deposit receipts and deposit summaries to accounting team.	Monthly

Cash & Checks Received at Events

Step	Person Responsible	Task	Timing
1	Operations Lead or School Leader	Designate a staff member as the Cashier responsible for collecting and holding all cash and checks for the purpose of an individual activity or for sales made at the school.	In advance of event.
2	Cashier	Record each transaction in a receipt book at the time the transaction is made. Provide a copy of the receipt to the donor/customer.	At transaction
3	Cashier	Create a deposit summary of all cash and checks received. Sign and date the summary. Give the cash, checks, receipt book, and deposit summary to the Operations Lead.	End of Event
4	Operations Lead & Cashier	Count the deposit and verify the accuracy of the deposit summary together. Operations Lead: sign and date the summary, and provide budget codes for the deposits.	End of Day
5	Operations Lead	Endorse all checks with the school deposit stamp, containing the following information: "For Deposit Only; Caliber; Bank Name; Bank Account Number, Date Received by the School."	End of Day
6	Operations Lead	Securely lock the funds in a locked box, placed in a drawer, file cabinet or safe, along with the deposit summary. Enter amounts in the ledger for the appropriate account.	Daily
7	Operations Lead	Empty lockbox and deposit all cash and checks. Keep copy of receipt in files with deposit summary for monthly reconciliation.	Twice per Week
8	Operations Lead	Send copy of all deposit receipts and deposit summaries to accounting team.	Monthly
9	Accounting Team	Reconcile bank accounts as noted above.	Monthly
10	Chief Operating Officer	Review the reconciliation and notify the Board immediately if any discrepancies are found.	Monthly

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the Chief Operating Officer, payment of the NSF check and

processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Chief Operating Officer and/or Governing Board.

If unsuccessful in collecting funds owed, Caliber may initiate appropriate collection and/or legal action at the discretion of the Chief Operating Officer and/or Governing Board.

Accepting Credit Card Payments

This section covers how to handle credit card payments in person. No credit card information should be provided or accepted over the phone.

Step	Person Responsible	Task	Timing
1	Operations Lead or School Leader	Designate a staff member as the Cashier responsible for accepting credit card payments for the purpose of an individual activity or for sales made at the school. Provide Cashier with a smart phone or tablet that is set up to receive credit card transactions via Square, Venmo, Paypal, or similar payment processor.	In advance of event.
2	Cashier	Enter amount of sale, swipe card, and hand device to customer to approve the charge. On a separate document, enter item(s) purchased and sale amount, to create a deposit summary.	At time of transaction
3	Cashier	Deposit summary should show all credit card transactions received. Total the amount, sign and date the summary Give deposit summary to Operations Lead.	End of Event
4	Operations Lead	Keep deposit summary on file for monthly reconciliation and submit copy to accounting.	End of Event
5	Operations Lead	Submit copies of all credit emails from the payment processor to accounting team for reconciliation.	Weekly

6	Accounting Team	Match deposit summary, payment processor emails and funds received in checking account. Research any discrepancies.	Monthly
7	Chief Operating Officer	Review the reconciliation of activity and notify the Board immediately if any discrepancies are found.	Monthly

PAYROLL

All Caliber staff on payroll must comply with state law requirements before being hired or assigned to Caliber's payroll system. School Leaders are responsible for working with Human Resources to manage the formal hiring process at their schools. No hiring decisions shall be made without first getting approval and support from the network services team. Please refer to the Caliber Staff Handbook for hiring process, and managing vacation and sick leave.

Payroll Submission Procedure

Caliber uses Paycom for payroll and submits payroll online. Payroll is submitted by Human Resources and approved by the Chief Operating Officer.

Payroll Distribution

It is the preferred method of Caliber to disburse payroll via direct deposit. Direct deposit statements and W-2 forms will be available to all staff online through Paycom.

Payroll Taxes and Filings

Paycom will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries, along with the state and federal quarterly and annual payroll tax forms. The Chief Operating Officer will review the forms before the payroll vendor submits them to the respective agencies.

Record Keeping

All payroll records will be maintained by the payroll vendor for seven years or longer if otherwise required by law.

EXPENSE REIMBURSEMENTS

Employee Business and Travel Reimbursements

At times, Caliber staff are asked to travel or have to purchase work related items using their own cash or credit cards. Business and travel expenses will be reimbursed for pre-approved expenses consulted and approved by the School Leader, Chief Schools Officer, or Chief Operating Officer.

This section covers the process for submitting an expense or travel reimbursement

Step	Person Responsible	Task	Timing
1	Staff Member	Keep track of all itemized receipts (including refund receipts). Non-itemized receipts or expenses over \$5 without receipts will not be reimbursed.	As purchased
2	Staff Member	Complete expense reimbursement form through the Concur expense processing software and attach receipts for all charges.	Monthly, as necessary
3	Authorizer	Review reimbursement form and approve it via the Concur expense processing software.	Within 2 days
4	Accounting Team	Review reimbursement requests and prepare a summary for HR to process via payroll.	Semi-monthly
5	HR	Include payments in payroll.	Semi-monthly
6	Accounting Team	Enter into accounting software and reconcile monthly as per above	Monthly
7	Chief Operating Officer	Review the reconciliation and notify the Board immediately if any discrepancies are found.	Monthly

Expense reports will be processed semi-monthly as part of the payroll process. For travel reimbursements policies and limits, refer to the travel reimbursement policy in the appendix.

Volunteer Expenses

All volunteers will submit a purchase request to the School Leader, Operations Lead, or Chief Operating Officer for all potential expenses. Only items with prior written authorization from the such authorizer will be paid/reimbursed. Reimbursements for volunteers will be processed by the Operations Lead at the school out of funds in the school level bank accounts.

Governing Board Expenses

The individual incurring authorized expenses while carrying out the duties of Caliber will complete and sign an expense report. The Chief Operating Officer will approve and sign the expense report, and submit it to the accounting team for payment.

FINANCIAL REPORTING & RECORDS RETENTION

Financial Reporting

The Chief Operating Officer will prepare the annual financial budget in consultation with School Leaders and submit it for approval by the Board of Directors.

The Chief Operating Officer will share reports with the Board of Directors electronically, and update the Board more formally at each meeting of the Board. If necessary, action will be taken to adjust the budget and/or expenditures based on these reports.

The accounting team and Chief Operating Officer will provide the Chief Executive Officer and/or Board of Directors with additional financial reports, as needed.

Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Chief Operating Officer, certain documentation may be maintained for a longer period of time.

Financial records will be shredded at the end of their retention period.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

FINANCIAL RESERVES, LIQUIDITY, AND INVESTMENTS

Funds Balances / Reserves

Caliber recognizes the need to maintain an adequate fund balance that will ensure the financial viability of our organization. The following policies related to the maintenance of adequate fund balances, reserves, and cash liquidity reflect recommendations made by the California Department of Education, our County Offices of Education and authorizers, our financial auditor, and researched best practices among California CMO peers and non-profits more broadly.

Caliber will maintain a positive fund balance each year on a consolidated basis, and at each school. The fund balance will be measured annually as the sum of the organization's or the school's assets, minus its liabilities, in both cases as recorded in Caliber's accounting system. On a consolidated basis, Caliber will endeavor to achieve a fund balance equal to 25% of the organization's annual expenses. Each school will strive to meet this same 25% objective relative to the school's annual expenses, with the understanding that newer schools will grow to that level over time.

Building / maintaining reserves under normal circumstances: Each Caliber school, and the Caliber SSO office is expected to develop an annual budget that has a positive impact on its fund balance (i.e., with revenues exceeding expenses) and with a concrete multi-year plan to contribute each year to their individual fund balance until they have reached the 25% fund balance target. The Chief Operating Officer will work with each school to develop an individualized plan to reach each school's goals. An annual contribution to the school's reserve will be built into each school budget and will be regarded as a required contribution for that year, barring any extenuating circumstances.

Accessing reserves in extenuating circumstances: Any request to contribute below the budgeted level of contribution or to run a deficit at the school or SSO level must be adequately justified by the School Leaders (in the case of a school) or the Chief Executive Officer (in the case of the SSO office).

- Deficits in any division that result from poor fiscal planning and management (e.g. unrealistic enrollment targets, failing to account for reasonably foreseeable expenses, etc.) will be mitigated in the current year through budget cuts at that division.
- Deficits that result from factors beyond the division's control may (at the Board's discretion) be addressed in the short term and on a case-by-case basis as necessary by a budget revision that reflects the division accessing previously stored reserves. In such a case, the School Leader or Chief Executive Officer will be expected to provide a rationale for the proposed budget revision, the reasons for anticipated deficit that were beyond the school's or the SSO office's control, and the necessity of accessing reserves rather than making budget cuts.
- In cases where a School Leader or the Chief Executive Officer wishes to proactively incur a deficit in order to make a strategic program investment, they may only do so with the approval of the Board of Directors. The proposed deficit may not exceed the current division's reserve (i.e., cannot result in a negative fund balance). To the extent that a division draws upon its fund balance in a given budget cycle, it should expect to resume an annual fund contribution in the years that follow until it reaches the 25% target.

New Schools

Special consideration will be given to new schools that are added to the Caliber portfolio. New schools typically require financial support in their early years as they build enrollment and incur start-up expenses. Caliber will not open a new school without a plan for covering this start-up deficit during the early years of the school's operations (through philanthropic support, grant funding, or contributions from the network reserves). The school will nonetheless be expected to maintain a concrete multi-year plan for eventually reaching the 25% fund balance target. In general, new schools are expected to attain the 25% target within the first 5 years after attaining full enrollment.

Financial Liquidity

Caliber will also seek to maintain at all times a level of Days Cash On Hand ("DCOH," also referred to as "liquidity") that is equal to or greater than ninety (90) days of operating expenses. DCOH will be measured as follows:

$$\text{Days Cash On Hand} = \text{Available Cash} / \text{Annual Operating Expense} * 365$$

For the purposes of measuring DCOH, Available Cash will be measured as the total amount of cash or marketable securities held in Caliber's general and school level bank and investment accounts less the following amounts which would not be reasonably available for day-to-day operations:

- funds that have been restricted for a specific purpose and are not available for general operations;
- funds that are required to be held in reserve to meet any debt, lease, or other financial covenants that have been made by the organization; and
- funds that are invested in illiquid investments and would not be available during the following ninety (90) days.

For the purposes of measuring DCOH, Annual Operating Expense will use the currently approved level of operating expenses that have been approved by the Board.

Investment of Financial Assets

This policy regarding the investment of Caliber's financial assets is set forth to:

- define and assign the responsibilities of all parties involved in the investment of assets,
- establish a clear understanding of the investment policy and objectives,
- establish the relevant investment horizon for which the Fund assets will be managed,
- provide guidance and limitations to any outside portfolio manager regarding the investment of Caliber assets, and
- establish a basis for evaluating investment results.

Investment Objectives

The objective of Caliber's investment funds is (a) to preserve capital required for day-to-day operations of our schools and (b) to preserve and prudently invest philanthropic capital for

strategic initiatives such as future school openings, real estate investments, and network activities.

The investment horizon of the funds should endeavor to match the duration of the associated funding needs. Funds required for day-to-day operations will be maintained in cash or in a money market fund. Funds for school openings and real estate investments should have a duration matching the projections for capital use.

Delegation of Authority

The Board of Directors is responsible for approving the investment policy and has authorized the Chief Executive Officer and Chief Operating Officer to oversee the investment of assets on an ongoing basis. The Chief Executive Officer and Chief Operating Officer are authorized to delegate certain responsibilities to professional agents such as portfolio managers, custodians, attorneys, auditors, consultants and other specialists who are experts in their field.

Assignment of Responsibility

The Board will appoint staff and/or one or more portfolio managers (each, a "Portfolio Manager") to manage certain of Caliber's financial assets from time to time. Staff and Portfolio Managers will be responsible for all investment decisions for the assets placed under their jurisdiction, while observing and operating within all policies, guidelines, constraints, and philosophies as outlined in each such delegation. Specific responsibilities of staff and Portfolio Manager(s) include:

- deciding which individual securities to buy, sell, or hold within the guidelines established in the Board's delegation. In general, delegation will include the authority to invest in AAA-rated or FDIC-insured securities under two years in duration; and in investment products that have been pre-screened by the Board;
- reporting investment results at least once annually or as determined by the Board;
- communicating any major changes to economic outlook, investment strategy, or any other factors which affect implementation of the investment process, or the progress in meeting investment objectives; and
- informing the Board regarding any qualitative change to the investment management organization. Examples include changes in portfolio management personnel, ownership structure, investment philosophy, financial condition, regulatory investigations and/or legal proceedings.

General Investment Principles

- Investments shall be made solely in the interest of Caliber Public Schools.
- Assets shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.

- Investments shall be reasonably diversified.
- Caliber may employ one or more Portfolio Managers of varying styles and philosophies to attain its investment objectives.
- Cash is to be employed productively to provide safety, liquidity, and return.
- Investments shall be held in securities that can be transacted quickly and efficiently, with minimal impact on market price.

Investment Guidelines

Allowable Assets

1. Cash Equivalents
 - Treasury Bills
 - Commercial Paper
 - Time Deposits
 - Bankers Acceptances
 - Certificates of Deposit
2. Fixed Income Securities
 - U.S. Government and Agency Securities
 - Taxable Municipals
 - Corporate Notes
 - Bank Notes
3. Mutual Funds, Separate Accounts and Collective Trust Funds
 Mutual funds, separate accounts and collective trust funds the sole holdings of which consist of the allowable assets listed above and which otherwise meet the liquidity, maturity, quality and other guidelines set forth in this document.

Prohibited Transactions

1. Short Selling
2. Margin Transactions
3. Investing with leverage
4. Duration restrictions - No purchases shall have an average duration of longer than ten years, unless otherwise authorized by Board.
5. Rating restrictions – No taxable or tax-exempt securities may have a long-term debt rating (and for funds, maintain an average credit quality) lower than “A3” by Moody’s and “A-” by Standard & Poor’s. No commercial paper investments may be rated lower than “P-1” by Moody’s, “A-1” by Standard & Poor’s, or “F-1” by Fitch.

Diversification - In order to achieve a prudent level of portfolio diversification, the following guidelines shall be followed:

1. The securities of any one issuer should not exceed 10% of the total Fund, with the exception of U.S. Government obligations and U.S. Agency securities.
2. There is no limit on the percentage of the Fund that may be invested in cash or in

shares or units of a broadly diversified investment fund meeting the requirements of this statement of investment policy.

3. No more than 5% of an outstanding debt issue may be purchased.

Measurement of Performance

The Board shall periodically review the investment results. Staff and Portfolio Managers shall provide the Board with such materials as they may reasonably request to allow them to conduct such a review. Consideration shall be given to the extent to which the investment results of such Portfolio Manager are consistent with the investment objectives, goals, and guidelines as set forth in this policy.

In addition, the Board will evaluate any Portfolio Manager(s) on a regular basis. Portfolio Manager(s) shall be reviewed regularly regarding performance, personnel, strategy, research capabilities, organizational and business matters, and other qualitative factors that may impact their ability to achieve the desired investment results. The Board reserves the right to terminate a Portfolio Manager for any reason.

OTHER ASSETS / INSURANCE

Asset Inventory

A depreciable asset is defined as all items, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

The accounting team will maintain files of all receipts for purchased assets, including depreciable assets, as well as non-capitalized assets with a purchase price of between \$1,000 and \$5,000.

The network services team will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets. The Chief Operating Officer will immediately be notified of all cases of theft, loss, damage or destruction of assets.

The network services team will work with the school-based Operations Lead to take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.

The Chief Operating Officer will submit to the accounting team written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Insurance

The Chief Operating Officer will ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.

The Chief Operating Officer will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.

The Chief Operating Officer will carefully review insurance policies on an annual basis, prior to renewal.

Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition, MOUs with authorizers, and contracts entered into by Caliber.

LOANS AND BORROWING

Loans

The Board will approve all loans taken out by Caliber. In the case of a long-term loan, approval may also be required from the chartering authority (in accordance with the terms of the charter petition or an MOU with such authority) and/or other lenders (in accordance with the loan documents).

Once the loan is approved by the Board, a promissory note will be prepared and signed by the Chief Operating Officer before funds are borrowed.

Loans to or from employees loans are not permitted.

Lines of Credit

Caliber will endeavor to maintain a line of credit to provide short-term cash liquidity as needed pursuant to the policies above. The Chief Executive Officer and Chief Operating Officer have been authorized by the Board of Directors to borrow funds against the line of credit on behalf of Caliber, as needed to ensure that the organization meets its financial obligations.

Credit Cards

Staff use corporate credit cards are addressed above and do not require the approval of the Board.

Operating Leases

Operating leases (e.g., for facility or equipment rentals) will be treated as Expenditures and shall be excepted from this policy requiring Board approval of loans and borrowing, provided, however, that any such lease agreement must comply with the policies regarding Expenditures noted above.

ANNUAL FINANCIAL AUDIT

The Governing Board will annually appoint an audit committee to select an auditor by March 1 prior to year-end (June 30th).

Any persons with expenditure authorization or recording responsibilities within the Caliber network may not serve on the committee.

The committee will annually contract for the services of an independent certified public accountant on the State of California's approved list to perform an annual fiscal audit. The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements;
- An audit of the attendance accounting and revenue accuracy practices;
- An audit of the internal control practices;
- An audit of any other items required by the California Department of Education.

Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.

All documentation related to financial matters will be completed by computer or ink.

APPENDIX A – TRAVEL POLICY

Employees who travel on behalf of Caliber in order to fulfill their work duties or to attend workshops, conferences, or other employment-related activities, will be reimbursed for qualified expenses incurred. To most effectively allocate limited resources where they are most needed, we encourage all staff to spend only as absolutely necessary on travel.

The following policy is intended to address the vast majority of travel expenses incurred by Caliber staff in their work-related travel. In the event that exceptions are required due to the unique nature of the work-related purpose of the trip or the specific location to which the staff member is traveling, the staff member must get prior approval from their supervisor prior to incurring expenses outside this policy. Supervisors are responsible for exercising prudent judgment in evaluating such requests and encouraged to discuss them with the Chief Operating Officer or Chief Schools Officer if they have any doubt about the appropriateness of the request.

All reimbursement claims must be supported by the original, itemized receipts, or in the case of mileage, tolls, and public transportation, by print outs of maps and fare schedules. If for some reason, obtaining a receipt is not possible, contact the Chief Operating Officer.

General Travel Requirements

The employee requesting to travel on behalf of Caliber must work with his/her supervisor to determine whether the benefit from the travel to both the employee and to Caliber will outweigh anticipated costs of the travel, including how the employee's absence will affect teammates, students and upcoming deadlines. All efforts should be made to explore alternatives such as participation by phone or videoconference, and availability of local programs or training opportunities.

Employees with job duties that require regular travel within the Bay Area are not required to request approval in advance of travel. Again, efforts should be made to explore alternative participation methods as often as possible to minimize expense to Caliber.

Long-Distance or Multi-Day Travel: When an employee travels for professional development opportunities, conferences or workshops that will require an absence from his/her worksite for more than one day, the following expenses may be eligible for reimbursement:

- meals and non-alcoholic drinks;
- transportation to and from the airport and/or hotel;
- overnight hotel fees and taxes;
- mileage to and from the airport or hotel, if driving yourself; and
- parking.

Non-reimbursable expenses: The following expenses are not eligible for reimbursement:

- alcoholic beverages;
- entertainment (movie, purchases/rental, plays, concerts, etc.);
- additional expenses incurred in the accommodation of an employee's non-Caliber related travel plans (e.g. extra hotel nights, additional stopovers, meals, increased fares to accommodate a

- different flight schedule, etc.); and
- expenses associated with travel of an individual's spouse, family or friends.

Air Travel Reimbursement

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Flights must be reviewed by the employee's supervisor before booking to ensure costs are reasonable, appropriate, and within budget.

Lodging Reimbursement:

Maximum allocation for lodging is \$150.00 per night unless otherwise approved by the School Leader, Chief Schools Officer, or Chief Operating Officer. In cases where lodging costs are anticipated to be higher than \$150.00 per night, the School Leader, Chief Schools Officer, or Chief Operating Officer may consider the cost of staying in the city in which the hotel is located and proximity to other venues on the individual's itinerary in determining reasonableness. When requesting rates at hotels, always ask for discounts and rates available for public school employees.

Parking Reimbursement

In cases where an employee is required to drive, parking will be reimbursed at a reasonable rate based on the location to which the employee is travelling.

Car Rentals Reimbursement

Should an employee's travel require a car rental and refueling cost, the employee must receive prior approval from the School Leader, Chief Schools Officer, or Chief Operating Officer. Caliber will not reimburse employees for rental car insurance fees, upgrades, and navigation features, and employees are expected to carry their own insurance. Reimbursement for gas is allowable on car rentals only, with the proper receipts.

Mileage Reimbursement

Reimbursement for work-related travel using an employee's personal automobile will be made according to the IRS-published mileage reimbursement rate. Employees must submit a print out of the most direct travel directions between the start and end points of traveling along with a request for reimbursement. In calculating mileage, employees should subtract their daily cost of commute in adherence with Caliber's Multi-Campus Travel Policy published by Caliber and provided to employees.

Meals Reimbursement

When an employee is required to travel for more than one day, meals will be reimbursed up to \$65 per day unless otherwise approved by the School Leader or Chief Schools Officer or Chief Operating Officer. Itemized receipts are required for all meals. Alcoholic beverages and meals for companions will not be reimbursed.

Travel Expense Report

All reimbursement forms and receipts must be submitted within 30 days of the event or travel. Receipts that are submitted after 30 days travel may not be reimbursed. Please contact accounting for instructions on how to complete the necessary forms.

Caliber Schools

Uniform Complaint Procedures

Policy No: __ No: 04 _____

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Caliber Schools' ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
 - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the School Leader or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

For complaints related to Caliber: Beta Academy:

ASHLEE GUTIERREZ, SCHOOL LEADER

Caliber: Beta Academy

4301 Berk Avenue, Richmond CA 94804

Phone Number: (510) 685-9886

OR

For complaints related to Caliber: ChangeMakers Academy:

RACHAEL WEINGARTEN, SCHOOL LEADER

Caliber: ChangeMakers

500 Oregon Street, Vallejo CA 94590

Phone Number: (707) 563-9827

If the complaint is regarding the designated individual above, complaints can be directed to the following alternate compliance officer:

MARKUS MULLARKEY, CHIEF OPERATING OFFICER

Caliber Schools

4301 Berk Avenue, Richmond, CA 94804

Phone Number: 510-640-4407

The School Leader or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the School Leader or designee.

Should a complaint be filed against the School Leader, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The School Leader or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The School Leader or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the School Leader or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

Adult Education	After School Education and Safety	Agricultural Vocational Education
American Indian Education	Consolidated Categorical Aid	Career/Technical Education
Child Development Programs	Child Nutrition	Foster/Homeless Youth
Migrant Education	No Child Left Behind Programs	Regional Occupational Programs
Special Education	Every Student Succeeds Act Prog.	Tobacco-Use Prevention Education
Pupil Fees	State Preschool	Lactating Pupils
Bilingual Education	Local Control Funding Formula/ Local Control and Accountability Plan	Economic Impact Aid
		Juvenile Court School Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age	Gender / Gender Expression / Gender	Sex (Actual or Perceived)
Ancestry	Identity	Sexual Orientation (Actual or Perceived)
Color	Genetic Information	Based on association with a person or group with one or more of these actual or perceived characteristics
Disability (Mental or Physical)	National Origin	Marital Status
Ethnic Group Identification	Race or Ethnicity	
Medical Condition	Religion	
Immigration Status		

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Yes

No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

ASHLEE GUTIERREZ, SCHOOL LEADER

Caliber: Beta Academy

4301 Berk Avenue Richmond CA 94804

Phone Number: (510) 685-9886

or

RACHAEL WEINGARTEN, SCHOOL LEADER

Caliber: ChangeMakers

500 Oregon Street Vallejo CA 94590

Phone Number: (707) 563-9827