



January 14, 2022

Via: Hand Delivery

Lisette Estrella-Henderson, Superintendent
Solano County Office of Education
5100 Business Center Drive
Fairfield, CA 94534-1658

**RE: Caliber: High School Charter Petition
Appeal to the Solano County Board of Education**

Dear Superintendent Estrella-Henderson:

We write to inform the Solano County Office of Education ("SCOE") that Caliber Public Schools ("Caliber") hereby appeals the denial of the Caliber: High School (the "Charter School") charter establishment petition (the "Petition") by the Vallejo City Unified School District ("VCUSD" or the "District"), to the Solano County Board of Education (the "County Board"), as provided for in Education Code Section 47605(k)(1)(A)(i). On December 15, 2021, the VCUSD Board took action to deny the Petition for a new charter high school that Caliber Public Schools submitted on September 8, 2021.

We believe, and document herein, that the VCUSD Board failed to accurately apply the standards in Education Code Section 47605(c)(8) when it voted to deny the Petition. The VCUSD Board inappropriately sidestepped VCUSD's findings of fact that correctly applied the Education Code standards and explicitly declined to make any factual findings to support a denial. In contrast to the Board's decision and consistent with District staff's report, Caliber believes that the evidence presented in the Petition and during the two VCUSD Board meetings related to the Petition, overwhelmingly supports approval of the Petition, if Education Code Section 47605(c)(8) is lawfully applied. We ask SCOE staff to validate the findings made by VCUSD staff and recommend approval of the Charter School's Petition, and we ask the SCOE Board to approve the Petition on its merits.

VCUSD's Consideration of the Charter Petition

Caliber Public Schools submitted a petition for the Charter School on September 8, 2021. On October 15, 2021, District staff requested, and Caliber consented to, a fifteen-day extension to the 90-day statutory review timeline. As such, District Board action was scheduled for December 15, 2021. A public hearing for the Petition was held on November 3, 2021.

In accordance with Education Code Section 47605(b), VCUSD Staff published a report with factual findings regarding the Petition on November 30, 2021, 15 days prior to the scheduled Board action. The VCUSD staff report both evaluated the merits of the Petition and considered the fiscal impact on the District if the Petition were approved by the VCUSD Board. Regarding the merits of the Petition itself, the staff report concluded as follows:

District staff has determined that the Petition is reasonably comprehensive and meets the minimum Education Code requirements for approval of the requested five-year term, beginning on July 1, 2022 and ending on June 30, 2027.
(Emphasis added)

Regarding any fiscal impact on the District, the staff report concluded as follows:

While District staff has concerns about the potentially adverse fiscal impact on the District if the Board were to approve the Petition, the extent to which the fiscal impact would be material to the District remains difficult to quantify at this time. Because it is unknown, at this point, how many students from Caliber: ChangeMakers Academy, other charter schools, private schools, homeschool programs, and/or District middle schools would enroll in the Charter School, the District cannot fully evaluate the amount of state apportionment funding it would lose. For this reason, the District's review team has not included a factual finding to support the denial of the Petition on the basis of "fiscal impact." (Emphasis added)

The final "Conclusion / Recommendation" of the report reads, in its entirety:

Based on the above findings of fact, the District's review team has concluded that the Petition, as presented, meets the minimum legal standards under the Education Code to qualify for approval for the requested five-year term, beginning on July 1, 2022 through June 30, 2027.

If the District's Board takes action to grant the Petition, District staff will conduct focused monitoring and oversight of the Charter School during its approved charter term to ensure that the Charter School complies with the law and remains accountable and transparent in its educational programming, operations, and fiscal management and practices.

We emphasize that the conclusion and recommendation of the staff report did not give any indication of a potential denial of the Petition nor provide any specific factual basis for such a denial. As such, Caliber did not have any cause to file a response to the staff report or register any disagreement with it.

On the evening of December 10, 2021, five days before the District Board's scheduled action on the Charter School's petition and ten days after the deadline to publish "all staff recommendations, including the recommended findings" (Ed. Code 47605(b)), VCUSD Staff posted the Board meeting agenda for the hearing on December 15, 2021. The agenda included Action Item 13d: "Public Hearing on Admissions Preferences and Consideration/Action on Charter Petition to Establish Caliber: High School." VCUSD Staff provided two resolutions to the Board for consideration: Board Resolution 2997 to Approve Caliber: High School petition, and Board Resolution 2998 to Deny Caliber: High School petition. To be clear, this was the first time Caliber learned of the possibility of findings to deny the Petition. Caliber was not given advance notice of this posting.

On December 15, 2021, the District Board voted to deny the Petition on the basis of Education Code Section 47605(c)(8). They did so without making specific written factual findings, specific to the petition, setting forth specific facts to support the District Board's grounds for denial, and without providing any such findings fifteen days in advance to Caliber.

The VCUSD Board's Procedural Errors

The VCUSD Board's decision to deny the Petition for Caliber: High School on the basis of Education Code Section 47605(c)(8), was procedurally inappropriate because it violated Education Code Section 47605(b) and Education Code Section 47605(c).

The Charter Schools Act provides clear guidance to chartering authority governing boards to approve the establishment of charter schools. Education Code Section 47605(c) states:

In reviewing petitions for the establishment of charter schools...the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. (Emphasis added)

Education Code Section 47605(c) also states that any denial of a petition must be based on written factual findings that are specific to the particular petition. Specifically, it states, in pertinent part:

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for pupils to be enrolled in the charter school.*

- (2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) *The petition does not include the number of signatures required by subdivision (a) of [Education Code Section 47605].*
- (4) *The petition does not include an affirmation of each of the conditions described in subdivision (d) [of Education Code Section 47605].*
- (5) *The petition does not contain reasonably comprehensive descriptions of [the required elements].*
- (6) *The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [the Educational Employment Relations Act].*
- (7) *The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate [].*
- (8) *The school district is not positioned to absorb the fiscal impact of the proposed charter school []. (Emphasis added)*

And Education Code Section 47605(b) mandates that “all staff recommendations, including the recommended findings” be published fifteen days before a chartering authority’s Board takes action to approve or deny a charter petition.

And while Education Code Section 47605(c)(8) does establish a “rebuttable presumption” of denial of a charter petition (if the local educational agency meets certain criteria set forth in the statute), it does not mandate such a denial and still carries legal requirements for factual findings.

In violation of these requirements, the District Board denied the Charter School Petition on the basis of fiscal impact, but did not articulate specific factual findings, specific to the Charter School Petition, neither in the District Staff report nor in Board Resolution 2998 to support the denial. And they failed to provide the required fifteen day notice required by Education Code Section 47605(b).

In the Description of agenda item 13d, District Staff acknowledged that there had been no published factual finding related to fiscal impact. To quote the agenda item:

District staff did not include a proposed finding in the Staff Report to support a denial of the Petition based on fiscal impact.

Rather than citing specific facts (ones specific to the Caliber: High School Petition) which explain the fiscal impact of the proposed new school on the District, both the staff report and the Board Resolution refer to generalized hypothetical situations which could apply to any new charter petition. This does not meet the requirements of the Education Code Sections above.

The District Board's failure to cite specific facts in support of its denial is particularly notable in light of the fact that the denial was in complete disregard of the findings of the District staff report. The District Board inexplicably chose to deny the Petition on unsupported, conclusory, verbal statements, without any form of factual review of the Petition. The District Board's denial was completely unfounded, based on incorrect facts, and made in violation of the requirements set forth in the law. Therefore, the District Board's verbal, nonspecific statements constitute an impermissible basis for the denial of the Charter School Petition.

The VCUSD Board Failed to Consider Caliber's Rebuttal to the Presumption of Denial

The District Board's procedural errors are compounded by its apparent disregard for its obligation to meaningfully consider evidence presented by the Caliber, specifically regarding the rebuttal of a presumption of denial under Education Code Section 47605(c)(8).

As noted above, the standard in Education Code Section 47605 has long been understood as defaulting to approval of new charter petitions. Since the inception of the Charter Schools Act, there has been a recognition that charter schools provide a valuable tool for groups of educators and families to foster innovation and improve the quality of education in their communities. There has long been a presumption of approval for new charter petitions, with only a limited list of the circumstances under which this presumption could be overturned and a petition be denied.

In 2019, AB 1505 was passed and signed into law. It added two new factors to be considered in evaluating an establishment charter petition. Under Education Code Section 47605(c)(7), the assessment of the District's ability to absorb the fiscal impact of the proposed new charter school is evaluated with a presumption in favor of the charter's approval (i.e., the District carries the burden to explain a negative fiscal impact). And Education Code Section 47605(c)(8) enumerates three circumstances in which a "rebuttable presumption of denial," applies (i.e., the petitioner must rebut the presumption that the District cannot absorb the fiscal impact of the charter). These include:

1. If a school district has a qualified interim certification pursuant to Education Code Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240;
2. The school district has a negative interim certification pursuant to Education Code Section 1240; or
3. The school district is under state receivership.

While the phrase "rebuttable presumption of denial" has not been explicitly defined in the Education Code, it is clear that the Legislature did not establish Education Code Section 47605(c)(8) as an "automatic" denial. Instead, the addition of the word "rebuttable" clearly indicates that a petitioner has a meaningful opportunity to provide evidence regarding the

possible fiscal impact on the District and to demonstrate that the financial impact is not sufficient to warrant a denial.

The Education Code does not provide clear procedures for assessing the financial impact of a proposed charter school on a district, nor any clear benchmarks for assessing whether the impact is sufficiently large to warrant a denial. However, based on a review of common industry standards related to financial sustainability in the field of public education, Caliber believes the appropriate analysis would consider the following generally accepted criteria:

- whether the approval of the charter would result in a significant adverse financial impact to the District;
- whether the approval of the charter would result in a negative certification of the District's finances; and/or
- whether, in the case of a District in state receivership, approval of the charter would prevent the District from making payments due to the State.

In its Petition and in its presentation to the Board on December 15, 2021, Caliber provided financial analysis related to these factors, which we believe adequately rebutted the presumption of denial in Education Code Section 47605(c)(8). A summary of Caliber's rebuttal is included in the section below.

In contrast to Caliber's fact-based rebuttal, the VCUSD Board engaged in no analysis whatsoever and gave no consideration to Caliber's rebuttal. VCUSD Board members did not ask a single question of either District staff or of Caliber, about the size of the Charter School's potential financial impact on the District; how that impact would be mitigated by an influx of state and federal COVID relief funds; whether the impact would result in a negative certification of the District's finances; or whether the Charter School would affect the timing and efficacy of repaying VCUSD's loan from the State and exiting the state receivership designation. Instead, the video recording from the December 15, 2021 meeting (attached under Tab 2h in the electronic version of these materials, with Board comments beginning at the 1:11:38 mark) clearly demonstrates that the VCUSD Board relied on the mere fact of being in state receivership, and not on any specific facts related to the petition, in making its decision.

This is inappropriate. The mere fact of the state receivership designation is not sufficient, on its own, to support the denial of a new charter petition. Rather, the law requires a potential chartering authority to carefully consider any evidence presented by the petitioner in rebutting the presumption of denial. This is what District staff did in formulating their staff report and findings, and District staff determined that there was no factual basis for denying the charter on the basis of fiscal impact. The VCUSD Board, in contrast, neglected to follow District staff's process and recommendations, and made a decision without considering Caliber's rebuttal and without citing specific facts relevant to that rebuttal. Therefore, the VCUSD Board's denial action was unlawful and must be reconsidered.

Caliber's Rebuttal of the Presumption of Denial

Turning to the question that SCOE and the County Board will be tasked with considering anew, we will now reiterate Caliber's rebuttal of the presumption of denial. We proceeded by asking and addressing the following questions:

Question #1: Does a rebuttable presumption of denial on fiscal grounds apply in this case?

Of the three potential grounds for a rebuttable presumption of denial on fiscal grounds, the only one that applies in this instance is the one related to state receivership. VCUSD entered receivership in 2004 and it still has loans outstanding to the State. Despite the fact that VCUSD exited state control in 2013, and despite the fact that the District has regained control of most activities, the District still has outstanding loan balances due to the State. As such, the rebuttable presumption of denial applies here. As noted above, however, this does not in and of itself lead to an automatic denial of the Petition. Rather, Caliber should be provided the opportunity to rebut the presumption of denial by providing evidence that the fiscal impact does not warrant a denial.

Question #2: What is the likely fiscal impact that the Charter School would have on the District's finances?

In its Petition, Caliber asserted and provided support for the position that the scope of any potential impact on the District would not give rise to a significant fiscal impact. In the Petition, and in its presentation at the December 15th decision meeting, Caliber asserted that the majority of students who would attend the Charter School would not otherwise attend VCUSD-operated high schools. In support of this position, Caliber provided evidence that only about one-third of Caliber's graduating 8th grade students enroll in VCUSD-operated high schools.

This one-third proportion implies that only one-third of the Charter School's public revenue might otherwise go to the District, which in turn means that the revenue impact on the District of the Charter School is much smaller than the overall revenue of the Charter School. Furthermore, considering the revenue impact alone represents an inflated estimate of the true fiscal impact because the District would offset a portion of the revenue loss in the form of variable cost savings. In sum, the "bottom line" impact to the District would ultimately be smaller than the revenue impact, which represents a small portion of the overall revenue of the Charter School.

A reasonable analysis of the fiscal impact to the District would have to take into account that only a minority of the Charter School's students would otherwise attend the District. And it would have to take into account the full impact of the Charter School (including both revenues and expenses), not just the potential revenue loss.

Question #3: Does the likely fiscal impact warrant a denial of the Petition based on the considerations outlined above?

To evaluate whether the financial impact on the District's overall finances warrants a denial of the Petition, we considered the three industry standard criteria noted in the section above.

- **Overall level of significance** : The District is projected to earn an average of \$140 million in revenue over the next two years (according to the first interim budget adopted by the Board on December 15, 2021). Over the same two years, the Charter School's revenue is only about 2% of this amount. Even if every dollar of revenue earned by the Charter School represented a dollar of financial impact to the District, the impact cannot be considered significant. When factoring in that a majority of the students at the Charter School would not otherwise attend District-operated schools, and the fact that the District would offset at least a portion of any revenue loss in the form of cost savings, the potential fiscal impact on the District shrinks further and becomes even less significant.
- **Budget certification** : The District elected to self-certify its recent first interim budget as "qualified." This designation indicates that based upon current projections, the District may not meet its financial obligations for the current fiscal year or two subsequent fiscal years. VCUSD indicated in their Board materials that their current concern is the second subsequent year (2023-24) since the District is projecting to meet its minimum reserve for 2021-22 and 2022-23.

It is critical to note, however, as Caliber did in its presentation to the Board on December 15, 2021 (attached under Tab 2g), that the District budget does not take into account the most recent guidance regarding the likely funding levels in the future. In particular, the District budget ignores a widely publicized forecast from the Legislative Analyst's Office ("LAO") in November 2021 which includes a forecast of significantly improved anticipated funding levels over the coming years.

As Caliber noted in its presentation to the VCUSD Board on December 15, the LAO not only increased its forecast of LCFF funding COLA for the coming years, but also significantly increased its estimate of the Prop 98 funding guarantee, citing a "Surge in School Funding" in the upcoming budget cycle. To quote from their report, "this estimate of available funding exceeds the amount of new funding in any previous outlook report our office has produced."

Caliber's analysis of these revised projections indicated that the positive impact on District funding under the LAO's forecast is larger than any potential negative impact on the District from the proposed Charter School. As a result, the combined impact of both of these factors would lead to a net improvement in District finances, not a deterioration. As such, since the District already does not forecast a negative budget certification, it is not possible to conclude that it will face one as a result of the Charter School.

It is also important to note that the positive forecast guidance from the LAO has subsequently been reaffirmed in the Governor's January 2022 budget proposal, thereby providing additional confidence in relying on these forecast assumptions when evaluating any potential impact on the District's finances.

- **State loan payments** : District staff remain committed to, and believe they will be able to, make State loan payments and exit receivership in 2024 as scheduled. As noted above, the forecasted impact of improved school funding levels will outweigh any potential impact of the Charter School and have a net positive impact relative to the District's current budget. As such, the approval of the proposed charter cannot reasonably be projected to prevent the District from making its payments due to the State and remaining on its path to exit receivership in 2024.

Based on the objective and fact-based criteria summarized above, the approval of the proposed charter petition **would not** have a significant adverse impact on the District finances, **would not** result in a negative certification of the District's finances, and **would not** prevent the District from repaying its loan from the State. As a result, we believe that this analysis, which Caliber presented to VCUSD adequately rebuts the presumption of denial under Education Code Section 47605(c)(8).

Question #4: What happens once the presumption for denial is rebutted?

With the presumption of denial successfully rebutted, we return to the legal standard for approval of a new charter petition. Education Code Section 47605(c) states:

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve.

In reviewing this charter petition appeal, the County must consider the educational soundness of the Charter School, the interests of the local community, and the academic needs of students.

In the Petition, Caliber provided ample evidence of the academic needs of the community. These were acknowledged and reiterated in VCUSD staff's findings of fact, which stated:

In developing its educational model, Petitioners analyzed academic achievement outcomes for Vallejo high schools, received feedback as part of a community design process and tailored the proposed Charter School program to address the following:

1. *Student academic achievement in English-Language Arts and mathematics in which students would have access to a standards-based*

- curriculum, intervention programs and specialized course placement, tutoring, summer school programming, and mentoring opportunities.*
- 2. Increased college eligibility, with a focus on completion of A-G course completion, college and career counseling, intervention programs and specialized course placement, tutoring, and adoption of College and Career Readiness Standards in addition to Common Core State Standards, among others.*
 - 3. Increased graduation rates in which students would receive mentoring, college and career counseling, focused instruction of academic habits through grade level teams, social-emotional learning and culturally-responsive teaching, a restorative discipline model, college and career experiences, summer school programming, tutoring and office hours, and other supports.*
 - 4. Decreased suspensions, with a focus on mentoring opportunities, close relationships with adults and students fostered through advisory and school culture, proactive trauma-informed care from licensed clinicians and social workers, and other components.*
 - 5. Community-based leadership, with a focus on mentoring, social-emotional learning, support in finding opportunities to stay engaged with school or a community summer program between academic years, and personal plans for progress in advisory in which students revisit their college and career goals.*

District staff finds the proposed educational model to be sound and designed in a manner that promotes student academic achievement and performance, as well as social-emotional learning and growth.

The community need for Caliber: High School was demonstrated by the 634 petition signatures from meaningfully interested families and by the eleven petition signatures from meaningfully interested teachers, which accompanied the petition. In addition to the signatures in support of the petition, the establishment Caliber: High School was supported by various community leaders in Vallejo, including the city's mayor, who referred to the high school as an "enhancing factor for Vallejo." The need for Caliber: High School was also demonstrated by the public comments during the meetings on November 3 and December 15. Voices in favor of establishing Caliber: High School overwhelmingly cited the academic needs of the community and Caliber's demonstrated strength in meeting those particular needs. Tellingly, even voices in opposition to the petition cited the urgent academic needs of the community and VCUSD's current struggle to address them, while voicing no opposition to the merits of Caliber: High School specifically, or Caliber: ChangeMakers Academy's ability to deliver an excellent education for its students.

As such, we feel it is clear that the academic needs of the community have been more than adequately documented, and that those needs clearly support the approval of the Charter School's Petition following Caliber's successful rebuttal of a fiscal impact finding.

Contents of the Appeal

The law and related regulations and policies require that a charter school whose petition has been denied and that wishes to appeal its petition to the County Board must send the following information within thirty days after the denial action:

1. A complete copy of the Petition as denied by the District, including all appendices and signatures required under Section 47605 (Attached under Tab 1.)
2. Evidence of the District governing board's ("District Board") action to deny the petition (e.g., meeting minutes) and the governing board's written factual findings specific to the particular petition, when applicable, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(c). Attached under Tab 2, please find:
 - a. Meeting Minutes from the November 3, 2021 District Board Meeting, where Caliber demonstrated support for the Caliber: High School petition (Tab 2a).
 - b. Caliber's presentation to the District Board on November 3, 2021 (Tab 2b).
 - c. Recording of Caliber's presentation, Board comment, and public comment from the November 3, 2021 District Board meeting (Tab 2c).
 - d. Report by the Vallejo City Unified School District containing findings and recommendations related to the charter petition (Tab 2d).
 - e. The District Board agenda from its December 15, 2021 meeting (Tab 2e).
 - f. Meeting Minutes from the December 15, 2021 District Board Meeting (Tab 2f).
 - g. Caliber's presentation to the District Board on December 15, 2021 (Tab 2g).
 - h. Recording of Caliber's presentation, Board comment, and public comment from the December 15, 2021 District Board Meeting (Tab 2h).
 - i. A resolution of the District Board to approve the Petition at its December 15, 2021 meeting (Tab 2i).
 - j. A resolution of the District Board to deny the Petition at its December 15, 2021 meeting, which was adopted by the District Board (Tab 2j).
3. A description of any changes to the Petition necessary to reflect the County Board as the chartering authority as applicable. (A letter containing a description of changes to the Petition necessary to reflect the County Board as the Charter School's chartering authority is attached under Tab 3.)
4. A signed certification stating that the petitioners will comply with all applicable law. (Attached under Tab 4.)

At its December 15, 2021 meeting, the District Board voted to deny the Petition. This appeal is thus made within the 30-day deadline for submission of an appeal of a charter petition per Education Code Section 47605(k)(1)(A)(i). Pursuant to Section 47605(b), no later than 60 days after receiving a complete petition package, the County Board shall hold a public hearing on the charter petition, and no later than 90 days after receiving a complete petition package, the County Board grant or deny the charter petition. Caliber's team sincerely appreciates the forthcoming review and consideration of its Petition by the County Office and the County Board, and we stand ready to provide any assistance or information that will be helpful to this process.

Conclusion

There is no dispute about the strength of Caliber's petition, the strength of support from Vallejo families and community leaders, the level of academic need in Vallejo, or Caliber's preparedness to successfully implement its program to address this need. Caliber provided ample evidence of all of these factors and the District staff confirmed that the petition met the standards for approval. Even the District Board did not question any of those factors in their deliberations nor in the resolution they adopted.

On the question of whether the District is positioned to absorb the fiscal impact of a new charter, there is also remarkably little dispute. Caliber's Petition asserted and provided evidence that the impact would be minimal. The District staff report did not challenge this assertion, but rather, explicitly declined to make factual findings to support a denial on the grounds of fiscal impact. Caliber, during the decision meeting on December 15th, bolstered its assertion in the Petition and provided additional evidence to rebut a concern that the District could not absorb the fiscal impact of the proposed charter. Even the VCUSD Board members themselves, in their public deliberations during the Board meeting, did not assert or substantiate the size of the financial impact on the District's finances nor the District's ability to absorb it. Had they engaged in an unbiased consideration of the facts, we are confident that they would have come to the same conclusion that both Caliber and the VCUSD staff came to. Namely, that there is no specific factual evidence to support a denial on the grounds of a fiscal impact.

As a result, we believe that Caliber has provided ample evidence to rebut the presumption of denial, and that the consideration thus shifts to the standards for approval: educational soundness, community interest, and academic needs. We believe, as did the VCUSD staff report, that the petition adequately addresses all of these standards and it should therefore be approved. We ask you to agree as well and to approve this appeal.

* * *

In closing, the Caliber team very much looks forward to working with the County Board and the Solano County Office of Education now and for years to come as a partner in serving the students in our region. We sincerely appreciate the consideration of the Caliber: High School charter petition. Please feel free to contact me at terence@caliberschools.org or (901) 826-3484 if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terence Johnson', with a stylized, flowing script.

Terence Johnson
Chief Executive Officer
Caliber Public Schools



Caliber Schools
3260 Blume Drive #120
Richmond, California 94806

September 8, 2021

William Spalding
Superintendent
Vallejo City Unified School District
665 Walnut Avenue
Vallejo, California 94592

RE: Caliber: High School Establishment Petition

Dear Superintendent Spalding:

We are pleased to submit our charter establishment petition for Caliber: High School.

Per our conversation with Mitch Romao, we are hereby submitting one copy of our petition along with a digital copy, delivered via email. Please let us know if there is any additional information that would help you or our staff in evaluating our petition to establish our charter.

We are appreciative of your ongoing partnership in providing excellent educational opportunities to the children in Vallejo and look forward to engaging with you and your team in this charter review process.

Sincerely,

A blue ink handwritten signature, likely of Terence Johnson, CEO of Caliber Schools.

Terence Johnson, CEO
Caliber Schools

Enclosures:
Certificate of Completion
Charter Petition Binder (1 copy)
Charter Petition (via Google Drive)



CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.


Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

- ☒ Date of submission: September 8, 2021
- ☒ Deadline for public hearing: November 7, 2021
- ☒ Deadline for granting or denying the charter petition: December 7, 2021

Name: Terence Johnson, Lead Petitioner

Signature: 

Date: 9-8-21

School Name: Caliber: High School

Caliber: High School

Certification of Complete Charter Petition



Caliber: High School
Charter Establishment Petition
For the term of July 1, 2022 – June 30, 2027

Submitted to the Vallejo City Unified School District
September 8, 2021

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Introduction

Caliber Public Schools (“Caliber”): hereby respectfully submits this new charter petition for Caliber: High School (the “Charter School”, or “Caliber Public Schools: High School”)¹ to the Vallejo City Unified School District (“VCUSD” or the “District”). The term of the charter will be a five-year period, from July 1, 2022 and ending on June 30th, 2027.

The City of Vallejo represents a cross-section of our nation’s diversity and a standard for multicultural community leadership through times of constant change. Our city is the optimal launch point for the future leaders of our state and country looking to build a more just and equitable world. Over the last six years, the Caliber: ChangeMakers Academy (a TK-8 charter school operated by Caliber Public Schools in Vallejo, herein referred to as “ChangeMakers”) community has grown into a robust and supportive school community emblematic of the communal ties we need during this period of accelerated change.

While Caliber has built a strong community of TK- 8 parents, students, community members, and staff at ChangeMakers, our families have given us the same feedback each year: that they would like to keep their students with us beyond the 8th grade. Our students and families are looking for the same academic rigor and social-emotional learning offered by our TK-8 school at the secondary level.

The school model described in this charter is the product of intense study of the needs in Vallejo and the methods of excellent schools across the United States. Two years ago, we began the design process with families, students, and teachers to identify the type of high school experience the families of Vallejo are looking for. Our founding team has hosted community and District leaders at Caliber: Change Makers Academy to learn about how our community leaders see the educational needs of the city. We have learned from high-performing urban high schools across the country and our school leader will spend considerable time in the year before opening shadowing and completing residencies at these schools.

The mission of Caliber: High School will be to achieve educational equity by ensuring each student graduates with (1) academic skills to succeed in college, (2) a plan for college and career informed by self-knowledge and knowledge of the world, (3) a deep understanding of the value of community, and (4) leadership skills to adapt and relate to an ever-changing world.

This charter petition is the result of two years of dedicated work by our school community and families. In the Fall of 2019, we brought together a high school design advisory group, composed of Caliber families, students, and staff. They worked together, dove into educational research, and identified the key programming and outcomes they wanted for students. We used focus groups and surveys to test these ideas. The result of our design process is a strong program built on Caliber Public Schools’ four pillars (Heart, Smart, Think, Act), leveled up to prepare 100% of our students for college and career. We are thrilled to be able to share this with you. We believe our model is responsive to the needs expressed by the community and incorporates best practices from top schools across the country. Our model matches high expectations with high levels of student support, and the following elements anchor our design:

- A-G completion graduation requirements

¹ These names are placeholders until we complete a process with the Caliber Public Schools community to identify a name. The District will be advised of the name at least 60 days before opening.

- Robust proactive social-emotional program from grades 9-12
- On-site clinical team
- Discipline system rooted in Restorative Justice
- Centering of trauma-informed practices in all classrooms
- Opportunities for job shadowing, internships, and community engagement
- Strategically designed professional development for teachers
- Daily acceleration and intervention block
- Daily mentoring and community building in Advisory periods
- Weekly community meeting to celebrate students and staff
- Regular and frequent communication with parents
- Systems for incorporating student and parent voice in school systems

Our school design includes several innovative features to create a unique and new option for parents and families in Vallejo. By centering leadership in the middle of our four pillars, we intend to be Vallejo's first high school with a complete social-emotional learning scope and sequence for all students from grades 9-12 and community partnerships playing a central role in graduation requirements. We know that Vallejo is a city with incredible social and cultural capital, and the more we support our young people to know themselves, one another, and their community, the more our city will flourish.

The relationship between Caliber Public Schools and the Vallejo City Unified School District is a model for charter-district relations nationwide. Caliber honors the work of VCUSD and seeks to continue to contribute to a rich set of high-quality options to meet the needs of our Vallejo community. We have designed a school program aligning to the District's mission to provide equity, excellence, educational effectiveness and economic sustainability, by prioritizing safety, strong family-school partnerships, and high academic standards.

Evidence of Meeting Charter Establishment Standards

Caliber: High School will be a productive and valuable addition to the high school landscape in VCUSD. Education Code 47605(c) states in part, “...the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve.”

Granting the charter is consistent with the interests of the community in which it proposes to locate (Education Code Section 47605(c))

The Vallejo community has demonstrated significant interest in the establishment of Caliber: High School. Accompanying this petition are 624 signatures from meaningfully interested parents and guardians, demonstrating that the families of Vallejo are actively looking for high school options such as this one.

Over the last several months, our founding team has hosted a number of community leaders from Vallejo to discuss needs of the city and how we can support Vallejo youth together. In these visits, we have learned that many people are invested in improving the public education options in Vallejo, and that they see a close connection between high-quality education and economic and social prosperity in the city.

Economic development in Vallejo was regularly cited by community members as a growth area for the city, and this is supported by wider Vallejo attitudes². Discussing this with city leaders, they often connect challenges in economic development (e.g., attracting businesses and improving property values), to the education options currently available in Vallejo, and they welcome new school options. We believe that a new, high-quality public charter high school that centers academic achievement and community engagement will be an asset to the city, which has great economic potential. A higher rate of college-and-career ready high school graduates will contribute to its economic growth and achieve its economic potential.

Granting the charter is responsive to the academic needs of the students the Charter School intends to serve (Education Code Section 47605(c))

The Caliber team has undergone an extensive review process to identify the academic needs of the students we intend to serve. We understand the students we intend to serve as high schoolers in Vallejo and Caliber families. We reviewed academic achievement outcomes for high schools in Vallejo and identified needs of increased achievement in ELA and Math, improved college eligibility, increased graduation rate, decreased suspensions, and opportunities for community leadership. The results of this data review can be found in Section A.1.

²https://www.cityofvallejo.net/city_hall/departments___divisions/city_manager/city_news_and_reports/community_survey

In addition to reviewing the data, Caliber engaged in a community design process in the 2019-2020 school year to identify the needs of families and students as they considered high school options. This process included advisory meetings, town halls, working group meetings, and surveys, where Caliber families established that they are looking for a high school model that will support college and career readiness programming (including a rigorous academic program aligned to A-G requirements, as well as opportunities to build college and career readiness awareness early) and community leadership opportunities, where students will regularly have the option to learn outside the classroom and continuously reflect on their learning over time. Find a summary of the Community Design process in Appendix A-3.

This petition demonstrates that the academic needs of the students Caliber: High School intends to serve are significant and that the founding team at Caliber: High School has developed a unique and high-quality program that is responsive to those needs. Below is a table summarizing the academic needs we have assessed and how the Caliber: High School model responds directly to these needs.

Table: Identified Academic Needs and Caliber: High School Programs

Community Needs	Caliber: High School Programs Responding to Community Need
1. Increased achievement in ELA and Math	1. Standards-based curriculum for every student 2. Focus on higher-order thinking skills 3. Intervention programs and specialized course placement based on student achievement data 4. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school 5. Summer extension: Opportunities for students to remediate or accelerate in Caliber: High School programming in the summer 6. 1:1 Mentoring from Advisors
2. Increased College Eligibility	1. Completion of A-G courses is required for graduation 2. Robust college and career counseling, in tandem with advisory, beginning in 9th grade 3. Focused instruction of academic habits through grade level teams 4. Intervention programs and specialized course placement based on student achievement data 5. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school 6. Expository Reading & Writing Curriculum (ERWC) as 12 th grade English course 7. Adoption of College and Career Readiness Standards in addition to Common Core State Standards
3. Increased graduation rate	1. 1:1 Mentoring from Advisors 2. Robust college and career counseling, in tandem with advisory, beginning in 9th grade 3. Focused instruction of academic habits through grade level teams 4. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices

	<p>5. Restorative Discipline Model</p> <p>6. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation</p> <p>7. Summer Programming: Opportunities to stay engaged with school or a summer program between academic years</p> <p>8. Intervention programs and specialized course placement based on student achievement data</p> <p>9. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school</p>
4. Decreased Suspensions	<p>1. 1:1 Mentoring from Advisors</p> <p>2. Close relationships with adults and students fostered through advisory and school culture</p> <p>3. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices</p> <p>4. Restorative Discipline Model</p> <p>5. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation</p> <p>6. Summer Programming: Opportunities to stay engaged with school or a summer program between academic years</p> <p>7. Intervention programs and specialized course placement based on student achievement data</p> <p>8. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school</p> <p>9. Pro-active trauma informed care from licensed clinicians and social worker</p>
5. Community-Based Leadership	<p>1. 1:1 Mentoring from Advisors</p> <p>2. Close relationships with adults and students fostered through advisory and school culture</p> <p>3. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices</p> <p>4. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation</p> <p>5. Support to find summer programming: Opportunities to stay engaged with school or a community summer program between academic years</p> <p>6. Personal Plans for Progress in Advisory, where students will come back to their college and career aspirations and revise their thinking</p>

Caliber has historically been an organization that sees families as partners and responds to family feedback regularly. Caliber: High School shall continue these strong relationships and will continually assess whether the Charter School is adequately responding to demonstrated needs.

Granting the charter is consistent with sound educational practice (Education Code Section 47605(c)(1))

The Caliber: High School design elements are informed by the latest research on teaching and learning and adolescent development, building on models of success that Caliber has already implements in its current TK-8th grade school, ChangeMakers Academy.

Social Emotional Learning - The impact of a robust and proactive social-emotional learning (“SEL”) program is well- researched and documented. According to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”), not only does social emotional learning lead to improved academic outcomes and improved behavior, but it continues to pay off far into the future. According to CASEL, there are statistically significant associations between SEL skills at school and common quality of life metrics later in life. Students who experience a strong SEL program in their adolescence experience less conduct problems and emotional distress, alongside improved emotional skills and positive attitudes toward themselves, others, school, and work. This research is also supported by our partner, the Urban Assembly, which supports our SEL operational platform, Resilient Scholars.

Social Emotional Learning has the following short-term benefits:

- Improvement in pro-social behavior
- Improvement in Attitudes about Self, Others, and School
- Reduction in Problem Behaviors
- Reduction in Emotional Distress
- Increase in Standardized Achievement Test Scores
- Increase in Social and Emotional Skills

And the following long-term benefits:

- Increased high school graduation rates
- Increased college graduation rates
- Decreased likelihood of having a clinical mental health disorder
- Decreased likelihood of ever being arrested or becoming involved with the juvenile justice system
- Decreased likelihood of sexually transmitted infections and pregnancies

SEL programming is a core component of our program because we know that a strong SEL instruction and support is tied to our mission to prepare all students for a life where they use their agency to lead a life full of choice.

Our partnership with the Urban Assembly provides an essential platform for us to continuously monitor our social-emotional program throughout school systems, policies, and classroom practices. The knowledge, skills, and attitudes prioritized in an SEL programming are especially critical in adolescence because youth are undergoing tremendous emotional and cognitive changes. High school represents a significant opportunity to develop social and personal skills at such a critical juncture.

Academic Preparedness - A wide and growing body of research demonstrates that student habits and non-academic qualities play as important a role in their persistence in college and careers as their academic performance. Positive and affirming experiences in authentic, non-academic settings can

support the development of productive student mindsets and beliefs³. Community leadership experiences, community meetings, and advisory are all spaces where students will have the opportunity to build strong habits and mindsets in distinctly non-academic spaces.

High-quality instruction in classrooms is a priority for Caliber: High School because the impact of teacher quality to student learning is indisputable at this stage in educational research. The RAND corporation puts it this way: “When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership.”⁴ For this reason, recruiting, developing, and retaining excellent teachers shall remain a strategic priority in perpetuity for the Charter School. From the classroom environment to the order of thinking required of students, effective instruction is the responsibility of each classroom teacher. High-quality instruction at Caliber: High School is inclusive of clear, consistent, and respectful classroom routines, collaboration, opportunities to make multiple meanings, clear objectives with gradual release of knowledge and skills, universal design for learning principles, differentiated and individual support responsiveness to achievement data, regular practice, and rigor as demonstrated by the proportion of student thinking in the room. These principles are informed by our collaboration with some of the top performing high schools across the country, such as KIPP, where the founding school leader is currently in professional development to prepare to launch the Charter School. These principles are also supported by the Great Schools Partnership, who define five elements of effective instruction.⁵

Leadership Programming – At the center of the leadership programming are academic habits and skills, student voice, and outside learning opportunities. We know that success for our students is not just college and career readiness. We want our students to be happy, healthy, confident, and connected to the community.

Personal leadership at Caliber: High School begins with academic habits and mindsets. According to Carol Dweck, intentional focus on building non-cognitive skills like self- efficacy, self-advocacy, time management, and self- regulation will enhance academic outcomes and support students to lead a fulfilling life of choice.⁶ Non-cognitive factors consistently predict academic outcomes, so Caliber: High School will place an emphasis on these skills in the classroom and advisory.

Bringing student voice and leadership into material decisions about learning will improve student engagement, as well as improve the effectiveness of the program. When students are involved in the “how” and the “what” of their learning and experience, they will learn more and become more confident.

Young adulthood is a critical time for our students as they contemplate their future. By exposing young people to a variety of opportunities and encouraging them to explore multiple pathways over time, schools can support longer-term success.⁷ Learning and development are holistic processes that require multiple settings, opportunities to reflect, and chances to integrate. Ensuring that our young people

³ Tough, Paul. *Helping Children Succeed: What Works and Why*. NY: Houghton Mifflin Harcourt, 2016. Print

⁴ <https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html>

⁵ https://www.greatschoolspartnership.org/wp-content/uploads/2018/03/Elements-of-Effective-Instruction_2019.pdf

⁶ <https://files.eric.ed.gov/fulltext/ED576649.pdf>

⁷ <https://consortium.uchicago.edu/sites/default/files/2018-10/Foundations%20for%20Young%20Adult-Jun2015-Consortium.pdf>

have opportunities to learn outside the classroom is an essential component of developing personal and community leadership.

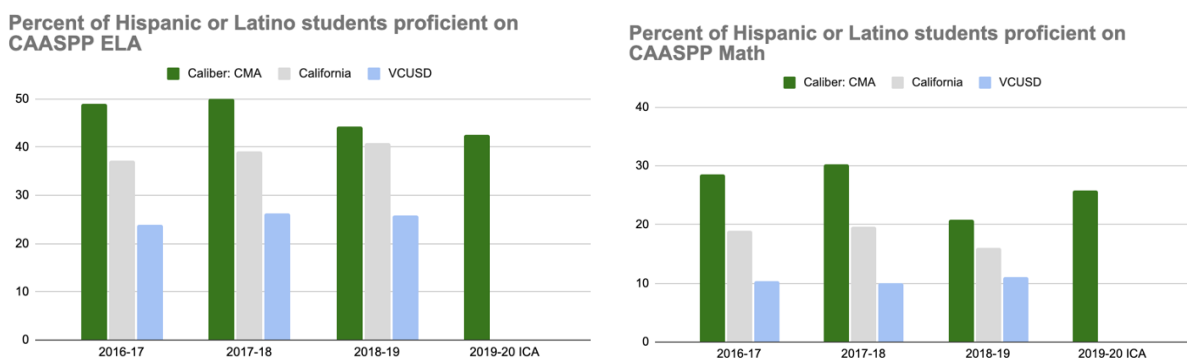
Everything from the curriculum choice in the core content classroom to the composition of the on-site clinical team is designed based on scholarly research and the founding team's observations and collaborations with some of the top public high schools in the United States. The research underpinning the academic model also reinforces the soundness of our academic program. The Caliber: High School model is designed to continue to follow many of the same successful design elements and proven techniques that Caliber has implemented at Caliber: ChangeMakers Academy, and to extend these outcomes to graduate students who are ready for college and career. Design elements like challenging coursework that is A-G aligned for all and 1:1 advising relationships to support college and career planning beginning in the 9th grade are present so that students can continue to outperform state averages and be competitive in our state's top colleges and universities.

The success of these models is evidenced in Caliber: ChangeMakers' track record of being among the top academic performers in the District and County, as well as its evidence of closing the academic achievement gap for historically underserved students, especially Black and African American and Latinx students, as well as English Learners and students with special needs, demonstrates that our program has significant strengths to build upon.

CAASPP results at Caliber: ChangeMakers Academy demonstrates that Caliber is a high-quality option for historically underserved subgroups. Students identified as Hispanic or Latino and 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. 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 administered.⁸

⁸ 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.

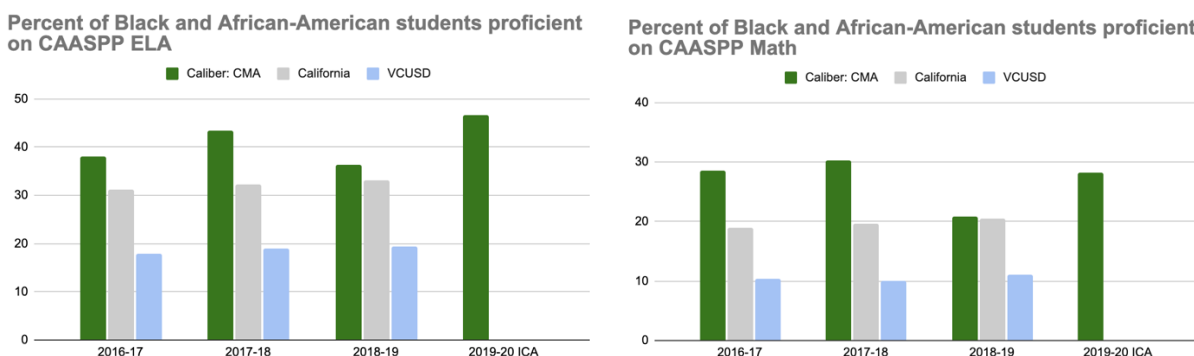
Chart: Percent of Hispanic or Latino students proficient on CAASPP



Source: CDE DataQuest

In every year and in every administration of CAASPP, Hispanic or Latino students at Caliber outperformed Hispanic or Latino students in California and VCUSD in both ELA and Math. A similar story emerges when the data is reviewed for Black and African-American students.

Chart: Percent of Black and African-American students proficient on CAASPP



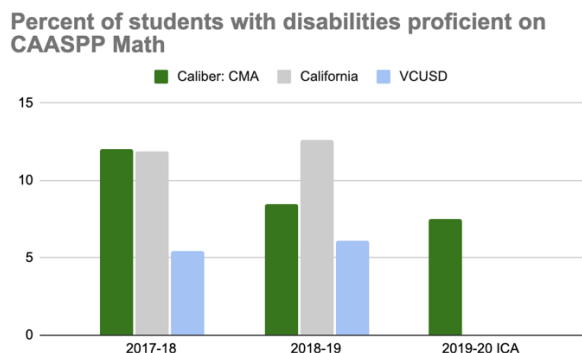
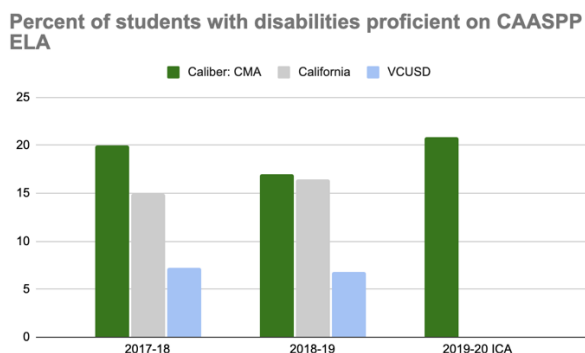
Source: CDE DataQuest

In every year and in every administration of CAASPP, Black and African-American students at Caliber outperformed Black and African-American students in California and VCUSD in both ELA and Math. Excellent academic outcomes for all students are already underway in our city at Caliber: ChangeMakers Academy. Caliber: High School shall build on these successes to improve on these outcomes even further for students in grades 9-12.

Students with IEPs at Caliber are similarly outperforming their peers. The figures below demonstrate that students with disabilities at Caliber are outperforming the District. CAASPP for the 2016-17 school year for this subgroup was unavailable due to the small size of the group.⁹

⁹To protect student privacy, the CDE does not report test scores for any subgroup with fewer than 11 students.

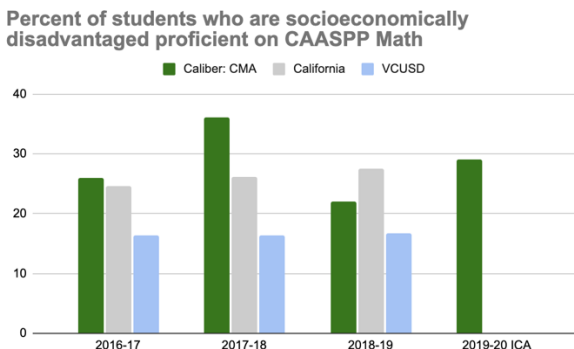
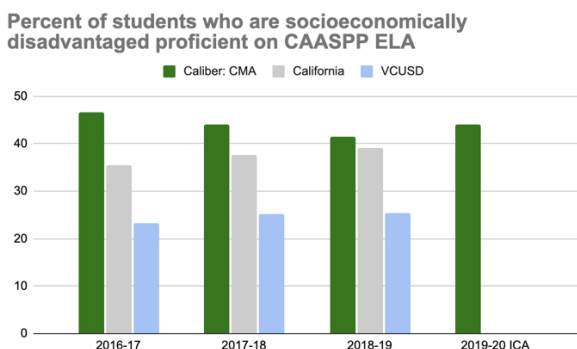
Chart: Percent of students with disabilities proficient on CAASPP



Source: CDE DataQuest

The trend is similar among students identified as socioeconomically disadvantaged. On average, Caliber students in Vallejo identified as socioeconomically disadvantaged have outperformed their peers at the District level in ELA and Math.

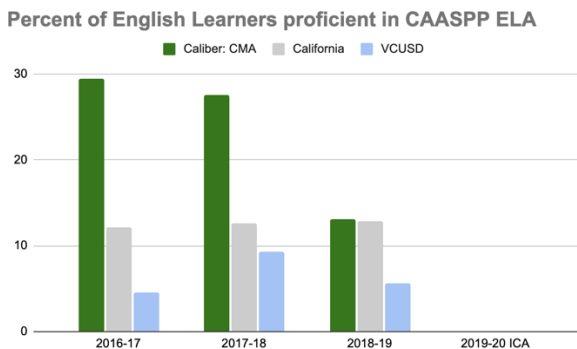
Chart: Percent of students who are socioeconomically disadvantaged proficient on CAASPP



Source: CDE DataQuest

Caliber students who have been identified as English Learners (“ELs”) are nearly twice as likely to be proficient in ELA as their peers across the State and District.

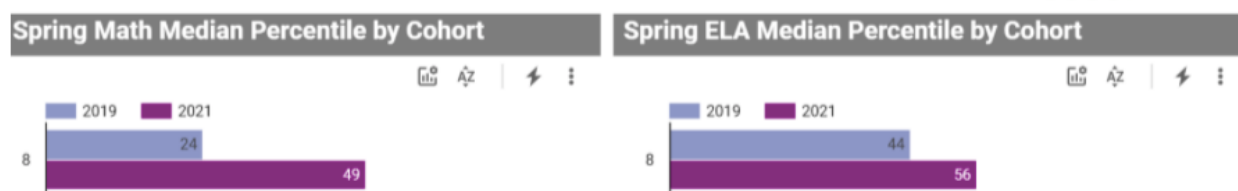
Chart: Percent of EL students proficient on CAASPP



Many of the strategies that have been deployed at Caliber: ChangeMakers Academy will be present at Caliber: High School, including rigorous, grade-level content, high-quality instruction, progress monitoring and intervention, and integrated, proactive SEL programming. By continuing to provide excellent services to students 9-12, Caliber will be accelerating academic achievement for students in Vallejo even further.

There is also compelling evidence demonstrating that the longer a student stays with Caliber, the more they achieve. Cohort analyses from the 2020-21 school year of the Northwest Evaluation Association's Measures of Academic Progress ("NWEA MAP") demonstrate that members of the founding class of the proposed Charter School (8th graders in the 2021-22 school year).

Chart: ChangeMakers Academy Cohort Analysis of Spring 2021 MAP (percentile growth between 2019 and 2021)



Their growth in two years at Caliber: ChangeMakers Academy suggests that a Caliber: High School could accelerate these students' learning even further, beginning in 2022-23. We believe this further supports the importance of authorizing the Caliber: High School, because it will give us even more time to continue our success with the students coming from Caliber: ChangeMakers Academy into the new school.

The petitioners are likely to successfully implement the program of the Charter School (Education Code Section 47605(c)(2))

The founding team at Caliber: High School has significant experience leading public high schools and is demonstrably likely to successfully implement the program.¹⁰ Furthermore, the Caliber Public Schools School Support Organization team, which has successfully opened and operated a TK-8 school in Vallejo, will be a strong asset for the new school as it is opened and grows to full enrollment during its first charter term.

The petitioners also have significant experience leading high schools and supporting high school leaders. Terence Johnson has served as an assistant school leader and high school principal in Aurora, Colorado for a total of six years. Terence has worked as the Chief of Schools for KIPP Memphis and KIPP Houston, where he managed school portfolios including a total of three high schools. All of the high schools Terence managed had more than 90% of students qualifying for Free or Reduced Lunch, and during Terence's tenure, the average 11th grade ACT scores exceeded the college readiness benchmarks. Terence has also trained founding and succeeding school leaders in his work with the KIPP Foundation. At the Denver School of Science and Technology, Katherine Hendrickson's students in Advanced Placement Psychology and United States History outpaced national averages for each of these exams by an average of 29%. As the Academic Dean at Leadership Public Schools – Richmond, she managed an academic program ranked in the top 1% of public high schools by US News and World Report. Each of

¹⁰ Please see the Executive Summary for bios of the petitioners, including their experience.

these team members bring experience and expertise in high school instruction and leadership to Caliber: High School.

Our team also has experience with the challenges of founding a new school. One of our petitioners, Rachael Weingarten, is the founder of Caliber: ChangeMakers Academy and Caliber's current Head of Schools. Markus Mullarkey has experience managing the operations, finances, and compliance-related elements of school founding, most recently with Caliber: ChangeMakers Academy. The SSO Operations Team has established strong school-site operations teams at both Caliber campuses in Richmond and Vallejo, and is prepared to replicate this at Caliber: High School.

The strength of the Caliber Public Schools talent team is another asset to the Caliber: High School. We have a consistent track record of filling school positions with highly qualified individuals, from the School Leader role to teachers and staff at both of our campuses in Richmond and Vallejo, for the last eight years and six years, respectively. Caliber benefits from a strong local recruiting pipeline, bringing teachers and leaders from the Bay Area to our schools. Caliber also has built a strong national reach over the years and has recruited people to come to Vallejo from all over the United States to teach and lead.

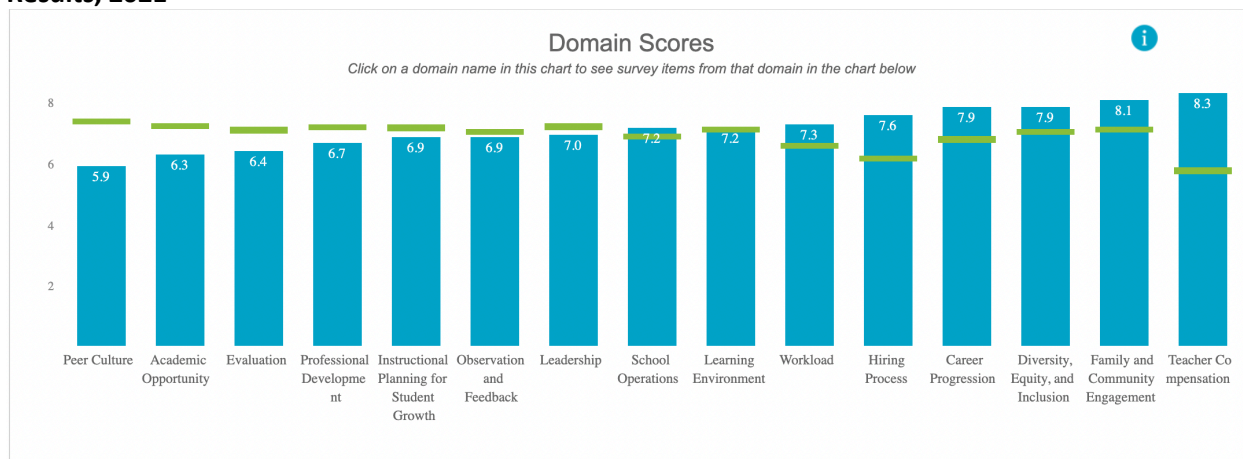
The petitioners are prepared to recruit and develop a strong founding team to implement the Caliber: High School Design. Caliber's track record of sourcing, developing, and retaining excellent school leaders is proven, and we remain dedicated to exceptional teaching and instructional leadership at Caliber: High School. Many of the enabling systems for developing leadership for the Caliber: High School are already in place, including a spot in the KIPP Founder's Fellowship for the Caliber: High School leader, a leadership coach to support the founding process, and Caliber's existing leadership support systems, like School Leader Communities of Practice and coaching with the Head of Schools and CEO.

Many leaders would be ecstatic to establish a high school, and there is already demonstrated interest in the role. The leader of the Caliber: High School will go through a rigorous process to ensure that they are prepared to bring our vision to life. We will assess each candidate in their instructional leadership, management ability, self-awareness, and innovation and adaptability. We are confident in our ability to select an outstanding candidate for this exciting opportunity.

Caliber Public Schools benefits from a strong, diverse, and qualified Board of Directors with a range of expertise in public education spanning all K-12 grade levels, including a Vallejo parent. The Board of Directors follows all Brown Act protocols and is compliant with Political Reform Act and FPPC requirements. Like Caliber Public Schools staff, the Caliber Public Schools Board of Directors is highly responsive and professional.

The existing staff culture and academic leadership at Caliber Public Schools also promises to bolster the launch of a successful program. There is already excellent instruction and staff culture in Vallejo at ChangeMakers, and our track record of strong teacher and staff retention and positive feedback from staff members demonstrates that we can build a high-quality team that will last. Asha Canady, a key member of the design team, served as the school leader at Caliber: ChangeMakers Academy Upper School for three years, where she built a team that not only delivered on the exceptional academic results above, but also demonstrated strong workplace culture according to the TNTP National Instructional Culture Insight Survey.

Chart: Caliber: ChangeMakers Academy Upper School Staff Instructional Culture Insight Survey Results, 2021



The green line denotes the top quartile of national responses. The Caliber: ChangeMakers Upper School team scored among the top quartile nationally in eight of fifteen domains of instructional culture. In a pandemic year where schools suffered high numbers of teacher resignations, Caliber: ChangeMakers Upper School had 88% retention between the 2019-20 and 2020-21 school years. These outstanding results are a testament to the strength of Asha’s leadership and the systems established at ChangeMakers. Many of these systems are included in the design for Caliber: High School, such as onboarding, Summer Professional Development, distributed leadership through departments, grade levels, and committees, and regular staff feedback. These results and the establishment of essential enabling systems for strong staff culture suggest that Caliber: High School will also be home to a staff with strong instructional and adult culture.

The outpouring of support for the Caliber: High School charter petition from families and community members demonstrates that Caliber: High School is in high community demand and will be able to enroll full classes each year. Caliber: ChangeMakers also has a strong track record of long waitlists each year (see Element A.1.1).

Caliber has demonstrated an ability to operate prudently, to meet all regulatory requirements, and have clean audits. The Caliber School Support Organization (“SSO”) will provide a broad base of academic and operational support to Caliber: High School at well below what it would cost to procure these services elsewhere, which will maximize the portion of the Charter School’s funding and the school site’s time and energy that will directly support the program. See Element D for the services provided to Caliber: High School by the SSO.

We expect that the Caliber: High School will enjoy the same strong working relationship with the Vallejo City Unified School District Staff that its current TK-8 charter has. The Caliber Public Schools SSO team has a history of responding to all District requests in a timely manner, maintaining a high level of professionalism and transparency with our authorizers, and making prudent and realistic financial plans in consultation with the District’s business office. The financial model included in this petition is based on similarly prudent and realistic forecast assumptions.

Finally, Caliber’s response to the COVID-19 pandemic is a testament to organizational strength and preparedness. As of the submission date of this petition, Caliber Public Schools continues to follow all federal, state, and local health guidance while still providing a full academic program and other critical

supports and services for students and families. During the points in the 2020-21 school year when instruction was entirely remote, Caliber: ChangeMakers Academy experienced a high level of student participation and engagement in distance learning. Caliber Public Schools provided technology and meal support to all students who needed it, expanded the clinical team to provide proactive mental health support, and provided direct aid grants through the Caliber Cares program. This attention to the needs of our students, flexibility in the face of challenges, and unwaveringly high expectations for students led to minimal learning loss for the 2019-20 school year.

By the end of the 2020-21 school year, Caliber: ChangeMakers had stemmed much of the anticipated learning loss in ELA and Math, as measured by Spring MAP testing. In Math, just 2% fewer students were considered to be on grade level compared to the last full MAP administration in Spring 2019 and in ELA, just 3% fewer students were considered to be on grade level compared to Spring 2019. When it came to growth over the 2019-20 school year, we also found that student growth was mostly on pace with minimal slowdowns. In ELA, just 5% fewer students made at least one year of growth than Spring 2019. In Math, we found significant learning gains, as 8% more students made at least 1 year of growth than Spring 2019. In the summer of 2021, the school leadership team analyzed this data and developed a series of targeted priorities to align instruction to essential ELA and Math skills for success in the next grade. The story of the 2020-21 school year at ChangeMakers is one of staff members unwaveringly dedicated to student health and achievement. This attention to the entire student and family experience and targeted data-based prioritization from year to year will continue with Caliber: High School, and the team has already demonstrated their ability to implement a high quality, responsive educational program.

This petition exceeds the legal standard for signature support (Education Code Section 47605(c)(3))

Pursuant to Education code 47605(a)(1), the requirement for this petition is that it be signed by (A) at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation or (B) at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

This petition includes support that meets both of these criteria. The threshold for petition support for this charter would be 75 current 8th graders. Appendix 1-1 includes 109 signatures for parents and guardians meaningfully interested in enrolling their 9th grade students in Caliber: High School in 2022-23. The staffing model calls for seven general education teachers and one program specialist (who will support the first-year caseload of students), making the threshold for this requirement to be four signatures. Appendix 1-2 includes the signatures of eleven teachers meaningfully interested in teaching at Caliber: High School.

This charter contains all required affirmations and assurances (Education Code Section 47605(c)(4))

Page 23 of the petition contains an affirmation of each of the conditions in Education Code Section 47605(e).

This charter contains reasonably comprehensive descriptions of all required elements (Education Code Section 47605(c)(5))

Elements A through O below contain all of the elements required of a charter petition in 47605(c)(5). It is our belief that the descriptions below are reasonably comprehensive and sufficiently demonstrate each of the required elements. If the District has questions or seeks further clarification during their review process within statutory timelines, we would be happy to meet to discuss them.

This charter contains the required declaration that the Charter School will be the exclusive public employer of employees of the Charter School (Education Code Section 47605(c)(6))

The Affirmations and Declaration on page 23 meet this requirement.

The Charter School is demonstrably likely to serve the interests of the entire community (Education Code Section 47605(c)(7))

The positive impact the Charter School will have on the entire community is evident in a number of ways, including but not limited to the following:

Strong demand from families and students - We have received very strong support for the charter petition from families and students. Despite conducting our planning in a remote, pandemic environment, we have collected many more than the required number of for the petition. The demand is also evidenced by the long waitlists each year at Caliber: ChangeMakers Academy (See Section A.1.1).

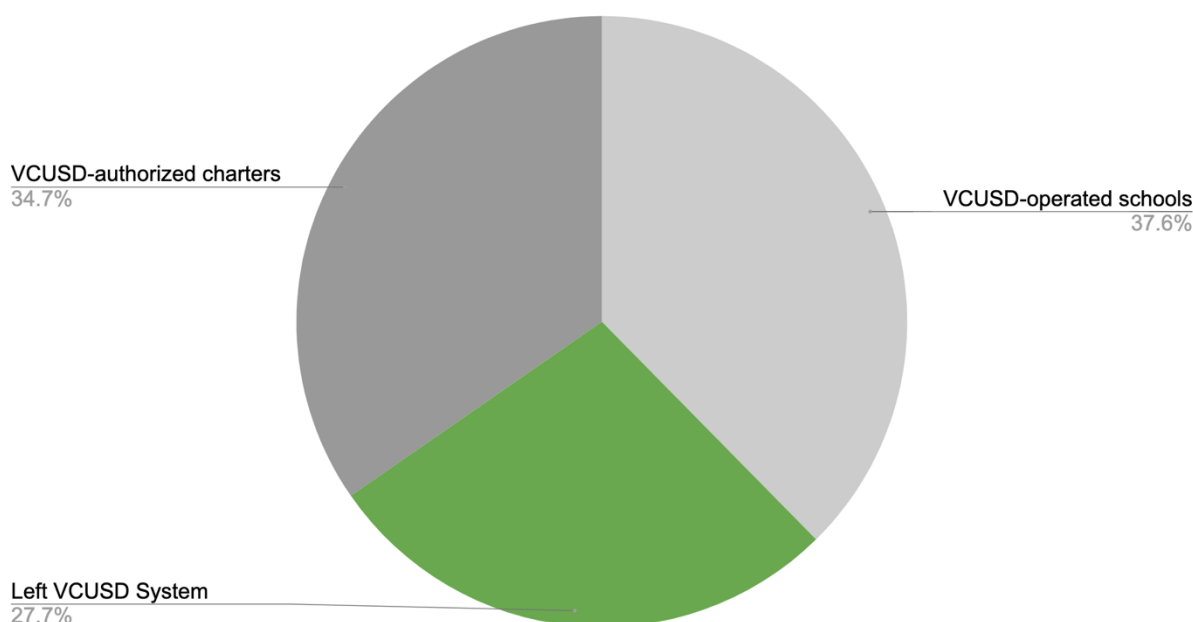
A Solano County civil grand jury found that an unusually high rate of transfers to other school districts has led the District to lose revenue.¹¹ The District receives hundreds of transfer applications annually, with many families looking to transfer to neighboring districts Benicia Unified School District and Napa Unified School District. We recognize that the District is actively taking steps to reduce out-of-District transfers. A Caliber: High School can support this effort by keeping more students in the Vallejo public school system at Caliber.

This loss in enrollment among District- authorized and operated schools is also reflected in the history of high school choices made by Caliber: ChangeMakers families after leaving the 8th grade. For the last three years, we have found that only 2 out of 3 families have stayed within the Vallejo public school system (those schools authorized and/or operated by VCUSD), and roughly 1 out of 3 leave the VCUSD system for other surrounding school districts. In 2019, 33.7% of families with a graduating Caliber 8th grader left the Vallejo City Unified School District for another school district. In 2020, this number was 27.7%. This high percentage of students leaving the VCUSD system represents not only an economic loss but a critical “brain drain” for the City of Vallejo. Authorizing the Caliber: High School will support efforts to keep more students in the Vallejo public school system.

¹¹ <https://solano.courts.ca.gov/wp-content/uploads/2021/05/Judge-20200305-VCUSD-Student-Transfers-1.pdf>

The Vallejo City Unified School District filed a response to the report, challenging some inaccuracies about VCUSD procedures, yet agreed to the finding that the District has lost significant revenue due to the unusually high number of transfers. This response can be found here: <https://solano.courts.ca.gov/wp-content/uploads/2021/05/Response-of-VCUSD-to-2019-2020-SC-Grand-Jury-Report.pdf>

Figure. ChangeMakers Academy high school choices, 8th grade class of 2020



Unique program - The Caliber: High School will be unlike any other District or charter currently operating in Vallejo and will not duplicate a program currently offered within the District. There are no current high school options in the District offering the level of proactive social-emotional learning that the Charter School proposes to offer as the foundation for academic achievement. There are a number of distinctions between Caliber: High School and current high school options in Vallejo that illustrate the uniqueness of the Caliber: High School Program.

- College Counseling: District high schools utilize four counselors to oversee academic development, college and career planning, and social/ personal development. This gives each counselor a caseload of almost 400 students. At Caliber: High School, these three responsibilities are spread among more staff members at lower staff-student ratios. Academic development is held by a student's advisor, at a ratio of roughly 1:15. College and career planning is primarily held by college counselors, at a ratio of 1:200.
- Clinical Staffing: Caliber: High School's staffing model calls for four SEL clinicians, for a ratio of 1:150. There is no high school in the District with on-site clinical teams for this low of staff: student ratio.
- Mandarin Language: Caliber: High School seeks to offer Spanish and Mandarin as language options by the time the school is fully enrolled.

Minimal impact on the District - Caliber: High School will not undermine existing services, academic offerings, or programmatic offerings from the District. Instead, it is our hope that the Caliber: High School will keep more families within the VCUSD system through the 12th grade and add a high-quality high school option for all families in Vallejo.

And while we recognize the oversight burden that a new school will presents for the District, Caliber is committed to maintaining the same level of responsiveness and professionalism that we have demonstrated with our ChangeMakers Academy school in order to minimize this burden on District

staff. Caliber: High School is also committed to being fully sustainable on public dollars and to operating independently of the District. And while this petition calls for District support in the form of Prop 39 facilities at the start of the initial charter term, Caliber Public Schools seeks to establish Caliber: High School at a private facility in the future. Caliber Public Schools has demonstrated its ability to establish a private facility, as the Caliber: ChangeMakers campus moved to its private facility before the end of its first charter term.

Track record of academic success - Caliber: High School will build on the successes of Caliber: ChangeMakers Academy of narrowing and reversing academic achievement gaps among historically underserved populations. 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. Students identified as socioeconomically disadvantaged, English Learners, and students with disabilities regularly outperform the District, County, and Statewide levels.

The District is positioned to absorb the fiscal impact of the Charter School (Education Code Section 47605(c)(8))

As of the most recent interim report (the 2020-21 Second Interim Report), the Vallejo City Unified School District was not listed by the Fiscal Oversight and Support Department of the CDE as having a negative or qualified fiscal certification. This indicates that the District is sufficiently positioned to meet its financial obligations for the next three years and as a result, the District's financial situation does not constitute the basis for a presumptive denial of the petition under Education Code Section 47605(c)(8).

Conclusion

As clearly demonstrated by the evidence above, the Charter School meets the criteria for the establishment of a new charter school pursuant to Education Code 47605, and thus should be granted an initial charter term of five (5) years from July 1, 2022 to June 30, 2027.

Affirmations and Declaration

As the authorized lead petitioner, I, Terence Johnson, hereby certify that the information submitted in this petition for a California public charter school to be named Caliber: High School¹², to be operated by Caliber Public Schools, and to be located within the boundaries of 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 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, 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:

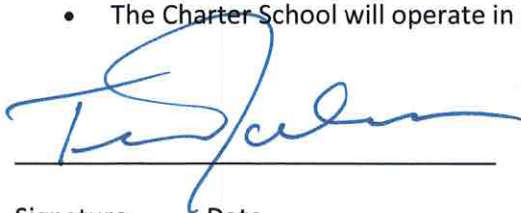
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605 (d)(1)]
- Caliber Public Schools declares that it will 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 adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or require a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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

¹² These names are placeholders until we complete a process with the Caliber Public Schools community to identify a name. The District will be advised of the name at least 60 days before opening.

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 (“CTC”) 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. [Ref. Education Code Section 47605 (l)(a) and 47605.4(a)]
- The Charter School will, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School will follow any and all other federal, state, and local laws and regulations that pertain to the application or operation of the Charter School.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction and days per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves 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. California 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. California 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 California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- 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 continually strive for a healthy, collaborative, synergistic partnership with VCUSD.
- The Charter School has adopted the State Standards.
- The Charter School will operate in compliance with generally accepted accounting principles.



Signature Date

9-8-21

Executive Summary

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 School's core components for TK-8 schools include: high expectations, exceptional teaching and instructional leadership, rigorous and relevant curriculum, and a supportive school community based on rights, responsibilities, and respect. These core components have been expanded, reframed, and reorganized for our proposed high school through the design process for that high school. The resulting three design principles which drive the development of the proposed High School's entire academic and school culture programming are:

- Academic Preparedness for College and Career for all students
- Social-Emotional Learning that is integrated and proactive
- Leadership development as an iterative process

The mission of Caliber: High School is to achieve educational equity by ensuring each student graduates with (1) academic skills to succeed in college, (2) a plan for college and career informed by self-knowledge and knowledge of the world, (3) a deep understanding of the value of community, and (4) leadership skills to adapt and relate to an ever-changing world.

Our model is designed to prepare 100% of our students for college, regardless of their post-secondary plans and aspirations. In order to achieve our mission, every student will need to continue their education beyond high school in some form. For most students, this will mean completing a four-year college degree. For all students, it will mean taking an informed and personally meaningful leap toward a life of personal fulfillment and economic sustainability, whether it be a vocational program, apprenticeship, community college, or four-year college.

We believe all children can get to and through a competitive four-year college without remediation if they are given high quality instruction and appropriate supports. For this reason, we operate with the mentality that four-year college must be an option for all students up until they make their decision about post-secondary steps. All of our staff are united in this belief and dedicated to its execution. We have developed a rigorous, college preparatory curriculum and have paired that with an integrated program that addresses our students' social and emotional needs and develops the traits we believe are essential to success in school and beyond. We are committed to using data to judge the effectiveness of our programs and interventions and to refining our program based on student outcomes.

We have developed a program that will lead our students to mastery of the knowledge and skills they need to be ready to enter the college and/or career of their choice, and lead Vallejo to the future. We teach core skills directly but also incorporate projects so that our students learn to collaborate and to apply their knowledge and skills to relevant and real-world problems. We teach our students to be comfortable with technology and fluent in its application. We want our students to have the confidence, self-knowledge, and skills to help shape their world.

Founding Team

Petitioner	Ed. Program	School Design and Founding	Finance	Facilities	Governance	Fundraising	Operations	Community Outreach
Terence Johnson	x	x			x	x		x
Markus Mullarkey			x	x	x	x	X	
Rachael Weingarten	x	x						
Katherine Hendrickson	x	x				x		x
Asha Canady	x	x						x

Terence Johnson, Caliber Chief Executive Officer

Terence has more than 30 years of experience in all aspects of public education. He began his career as a teacher, athletic director, and Principal in Colorado Public Schools, before moving to Houston where he led school turnarounds in underserved communities. Terence then moved on to the KIPP Foundation leadership team, where after serving 12 years as Senior Director of Leadership, Terence joined KIPP Memphis as Chief Schools Officer, and eventually returned to Houston as Head of Schools for KIPP Houston. In each of these roles, Terence directed a portfolio of high schools, coached high school principals, and led each network to top academic results. As Caliber's CEO, Terence prioritizes working closely with staff, parents, and students to ensure Caliber continues to be a place that exemplifies excellence in Bay Area public education.

Markus Mullarkey, Caliber President

Markus spent over 15 years in leadership roles at successful private sector companies such as Proctor & Gamble, the Boston Consulting Group, and CNET Networks before joining Caliber in 2015. He has a passion for K-12 education and has a lifelong connection to the East Bay where he grew up in Richmond and Albany. He now lives with his wife and two daughters only a few miles from Caliber's TK-8 school in Richmond, Caliber: Beta Academy. Markus graduated from Harvard College and went on to complete an MBA and a post-graduate Finance Fellowship from Harvard Business School. Since joining Caliber, Markus has managed the organization's finances, operations, technology, and HR functions. He is an active participant in a variety of personal CFO and CBO-focused learning communities to stay up to date on all aspects of charter school legal, financial, and operational compliance and best practices.

Rachael Weingarten, Caliber Head of Schools

Rachael Weingarten is the founding School Leader at Caliber: ChangeMakers Academy in Vallejo and Caliber Public Schools' Head of Schools. As the founding School Leader at ChangeMakers Academy, Rachael saw the school through its first charter term and grew the school to serve all grades TK-8. Under Rachael's leadership, ChangeMakers rose to the top of the District in academic outcomes. She graduated from the University of Arizona with a degree in Elementary Education and completed her masters in Urban Education and leadership from the University of Southern California. Rachael began her teaching career in Tucson, Arizona, where she taught 2nd, 3rd, and 6th grade. She then taught 3rd and 4th grade in Detroit. She was the founding second and third grade teacher at KIPP Empower Academy ("KEA") in Los Angeles, CA. After teaching she transitioned into being Dean of Instruction and Culture at KEA. Rachael is a lifelong educator and is committed to her students, families, and the community of Vallejo.

Katherine Hendrickson, Director of Strategy

Katherine has spent the last thirteen years working and learning in excellent public high schools. She achieved a Master Teacher-level designation at the Denver School of Science and Technology, one of Colorado's top public high schools for traditionally underserved students, in 2015. While serving as the Academic Dean at Leadership Public Schools in Richmond, California, the academic program was recognized by US News and World Report to be among the nation's top 1% of public high schools. 77% of 11th graders met or exceeded standards on the SBAC-ELA, more than doubling the proficiency of neighboring high schools. Katherine has also worked for the XQ SuperSchool Project, a \$131 million philanthropic effort to redesign the American high school, and has led redesign efforts for non-profit organizations, including the Presidential Leadership Class at the University of Colorado - Boulder. She holds an MA in Curriculum and Instruction from the University of Colorado - Denver and an MA in Organizational Leadership from Stanford University.

Asha Canady, Caliber: ChangeMakers Upper School Principal

Asha is a Northern California native and was fortunate to return to the area after completing a Master's Degree at the University of Michigan in Education, Leadership and Policy. Asha has had a diverse career in education, including being a high school English teacher, a Fulbright Scholar in Athens, Greece and the founding 6th grade ELA teacher at Caliber ChangeMakers Academy. As the Upper School leader at ChangeMakers Academy, Asha led her team to be among the nation's top quartile for staff culture, and among Vallejo's top academic performing middle schools. Asha is a proud resident of Vallejo and enjoys traveling, spending time with her family, and learning something new.

Community Outreach and Support

Members of the Vallejo community have demonstrated strong support for Caliber: High School. Since we began this project in 2019, we have experienced an outpouring of support, feedback, and input from Caliber Public Schools families. Since we have shared our intentions to submit a petition to Vallejo City Unified School District, we have built relationships with countless families from outside our Caliber Public Schools community looking to join in. We have been in discussions with hundreds of parents in the Vallejo community who have expressed interest in enrolling at Caliber: High School and hosting events for friends they believe would be interested in enrolling. As of September 1st, 2021, our Founding

Team has held hundreds of conversations and small group meetings with community, District, and parent leaders from across the District, held three open houses, and spoken with hundreds of families, community leaders, and teachers at local community events.

We have collected more than 600 petition signatures from parents who are meaningfully interested in enrolling their children at Caliber: High School. These signatures can be found in Appendix 1-1. We have specific plans for continued outreach as we progress through the school planning and start-up phases. See Element G for information regarding community meetings held thus far as well as a student recruitment plan. In addition, Appendix 3 shows sample distribution materials shared within the community.

Caliber is also committed to being a presence within our community in Vallejo, and we are delighted to have been able to bring our school out into the larger Vallejo community by sponsoring a number of local events and tabling at the weekly Farmers Market and other regular Vallejo events.

In addition to strong support from families, we have received strong support from a number of community leaders. These leaders have visited our Caliber: ChangeMakers campus to observe our model and share our commitment to providing educational options that prepare students for competitive colleges, careers and communities. Letters of Support and other demonstrations of support from prominent community members can be found in Appendix 1-4.

Strong communication and substantive collaboration with families and the community will continue to be a hallmark of Caliber: High School. Working together, we will provide students with an education that equips them with the knowledge, character, and skills they will need to succeed in college, career, and community.

External Partners

Caliber: High School will seek to draw upon the experience and expertise of external partners to ensure the fulfillment of our mission. The following represent formal partners from whom we will receive support and/or resources or with whom we will collaborate.

Silicon Schools Fund

Silicon Schools Fund's mission is to "fund the creation of new schools throughout the Bay Area that foster innovation and personalization to discover the next generation of schools in America."¹³ The organization has invested in over 15 schools throughout the Bay Area, including charter, district, and independent schools that serve a diverse set of student populations.

Tipping Point Community

The Tipping Point Community is a non-profit organization committed to fighting poverty in the Bay Area for the 1.1 million people who don't have the resources to meet their basic needs. Tipping point collaborates with organizations devoted to equity in education, housing, early childhood, and employment to sustain organizational sustainability and impact.¹⁴

¹³ <http://www.siliconschools.com>

¹⁴ <https://tippingpoint.org/>

Charter School Growth Fund

The Charter School Growth Fund identifies the country's best public charter schools, funds their expansion, and helps to increase their impact.¹⁵ They are driven by a conviction that all children deserve great public schools in their communities.

Urban Assembly Resilient Scholars

The Urban Assembly is a non-profit organization dedicated to supporting social and economic mobility by providing youth with the academic and life skills necessary for postsecondary success. The Resilient Scholars Program is a guided implementation platform and process to strategically design, implement, and monitor social-emotional learning environments and experiences.¹⁶

The Vallejo Project

The Vallejo Project is a community service center designed to improve student outcomes by connecting youth to multi-generational enrichment and development opportunities in the trades of art, wellness, and culture.

Rivet School

Rivet School supports traditionally underserved students on their journey to a college degree by blending online learning, financial aid, and real-life advising to support students to earn a BA and move into the workforce.¹⁷ Founded in 2018, Rivet School has the mission of building a college experience designed entirely around the needs of real students.

Instruction Partners

Instruction Partners works shoulder to shoulder with educators to support great teaching and accelerate student learning. They focus on small systems, including districts and charters, and they work to ensure equitable access to great instruction for students in poverty, students of color, students learning English, and students with disabilities.¹⁸

The Teaching Well

The Teaching Well empowers school systems to effectively support, retain and leverage the brilliance of their educators. By offering organizational support, 1:1 coaching, and group coaching, the Teaching Well's trauma-informed practice provides tools for healthy dialogue, emotional regulation, and mindful stress resilience.¹⁹

¹⁵ <https://chartergrowthfund.org/>

¹⁶ <https://urbanassembly.org/about/about>; <https://www.resilientscholars.org/>

¹⁷ rivetschool.org

¹⁸ <https://instructionpartners.org/who-we-are/>

¹⁹ <http://www.theteachingwell.org/>

A Better Way

A Better Way is a San Francisco Bay Area 501(c)(3) nonprofit that provides the highest quality services to children in – or at risk of entering – foster care, and their families, with the goal of establishing loving and lasting relationships. Their dedicated staff empowers children and families to develop the insights, life skills, and permanent relationships that promote their social, emotional, and economic well-being.

Element A: Description of the Educational Program

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)

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

Section A.1: Target Population

Caliber: High School will grow to serve students in grades 9-12 throughout the Vallejo City Unified School District. Caliber: High School will serve all families who apply for their children in grades 9-12, as grades are phased in. When the number of applications received exceeds the number of available spaces, a public random drawing will be held to determine admission. A waitlist will be maintained if necessary.

In the Charter School’s first year, 2022-23, we aim to serve a 9th grade class of 150 students. Caliber: High School anticipates reaching its full enrollment in 2025-26, with 600 students, as represented in the table below.

Table: Projected Enrollment for Caliber: High School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
9	150	150	150	150	150
10		150	150	150	150
11			150	150	150
12				150	150

Caliber: High School will seek to enroll a student population that mirrors the ethnic, racial, special education, EL, and socioeconomic diversity of the general population of the District. Caliber Public

Schools' current school in VCUSD, Caliber: ChangeMakers Academy, has enrollment demographics already closely aligned with the District. Caliber: High School will continue to build on ChangeMakers' strong tradition of recruiting families from across our city so that our high school mirrors the demographics of the District in terms of race, ethnicity, English Learner status, and Special Education population. The demographics and enrollment data from VCUSD high schools are presented below.

Table: Enrollment at VCUSD high schools, 2020-21

High Schools	# Students	African American	Asian & Pacific Islander	Filipino	Hispanic or Latino	White	2 or more races reported/ none reported
Jesse M Bethel High	1,559	431 27.6%	85 5.5%	340 21.8%	544 34.9%	99 6.4%	55 3.6%
Vallejo High	1,534	424 27.6%	58 3.8%	197 12.8%	764 49.8%	61 4.0%	26 1.7%
MIT Academy	513	64 12.5%	29 5.7%	104 20.3%	247 48.1%	43 8.4%	25 4.9%
Griffin (9 th grade)	103	28 26.9%	6 5.8%	10 9.6%	46 44.2%	7 6.7%	5 4.9%
ELITE (9 th and 10 th grade)	25	11 44%	1 4%	1 4%	7 28%	2 8%	2 8%
Caliber: ChangeMakers	820	219 26.7%	15 1.8%	70 8.5%	389 47.4%	49 6%	78 9.5%

Source: CDE DataQuest

Caliber: High School shall seek to enroll a student population that closely mirrors the District in terms of nonracial/nonethnic subgroups. Excellent achievement for students across these subgroups is central to Caliber Public Schools' mission. Caliber: High School shall build on Caliber: ChangeMakers' tradition of recruiting students who are identified as English Learners, foster and homeless youth, students with disabilities, and socioeconomically disadvantaged students.

Table: Enrollment at VCUSD high schools, 2020-21

High Schools	# Students	English Learners	Foster Youth	Homeless Youth	Students with Disabilities	Socioeconomically Disadvantaged
Jesse M Bethel High	1,595	167 10.5%	9	4	198 12.4%	949 59.5%
Vallejo High	1,534	311 19.5%	7	8	185 12.1%	1,237 80.6%
MIT Academy	513	46 9%	1	2	45 8.8%	273 53.2%
Griffin (9 th grade)	103	21 20.2%	0	0	13 12.6%	67 65%
ELITE (9 th and 10 th grade)	25	2 0.5%	*	*	*	*
Caliber: ChangeMakers	820	123 15%	2	0	99 12.1%	570 70%

Source: CDE DataQuest

*to protect student privacy, filtering capability for program subgroups is disabled on CDE DataQuest for grade level reports. Because ELITE shows data for all grades served from K-12, it is not possible to see subgroup data for only grades 9 and 10.

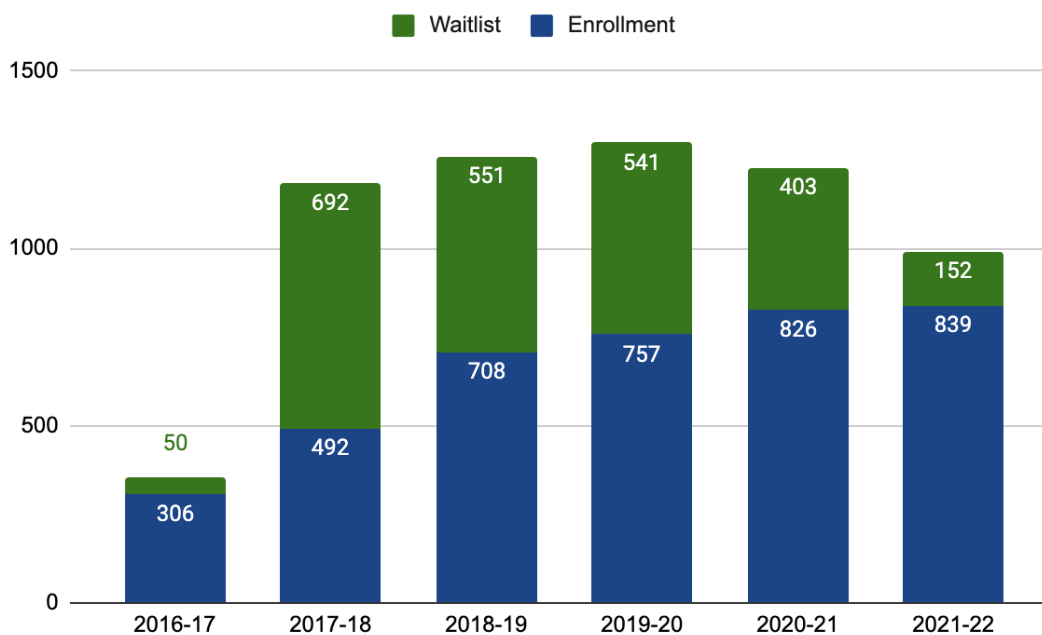
Section A.1.1 Interests of the Entire Community

The need for a Caliber: High School has been established through community demand, the performance of the existing traditional public schools ChangeMakers graduates attend, and support from key community partners.

The Caliber: High School model represents a set of programmatic offerings that are not currently available in the District and thus would not duplicate a program currently offered within the District. There is no current community high school option in Vallejo that places an emphasis on social-emotional learning as the tool for academic achievement. At Caliber: High School, we know we are not just teaching students, but rather whole and complex beings growing up in a world we could never have imagined. This requires us to tend to the complexities of learning, belonging, and health in addition to academic growth. The key social and emotional skills we prioritize at Caliber: High School will foster resiliency and adaptive leadership in our students to persist in college and career to improve our city's rate of college educated population and contribute to the economic growth currently underway in Vallejo.

Demand for a Caliber: High School is also demonstrated by the 630 parent signatures that accompany this petition (Appendix 1-1), community support (Appendix 1-4), and by family demand, also evidenced by the long waitlists at Caliber: ChangeMakers Academy each year.

Chart: Total Enrollment and Waitlist at Caliber: ChangeMakers Academy since Opening



This consistent demand for a Caliber school demonstrates that families in Vallejo value our approach to social-emotional learning and academics and have faith in the program we have built.

The need for educational options is also demonstrated by the performance of existing VCUSD high schools for the total population and disaggregated subgroups.

Table: ELA results in VCUSD (% meeting or exceeding the standard) as measured by Summative SBAC (11th grade)

Schools	2016-17	2017-18	2018-19
Jesse M Bethel High	57.03%	47.82%	34.33%
Vallejo High	31.38%	19.41%	24.79%
MIT Academy	61.80%	62.81%	66.40%

Source: CDE DataQuest

Overall there has been a decline in performance over the last few years.

A rough cohort analysis can be performed by reviewing 8th grade Summative SBAC from the 2015-16 school year. Thirty-one percent of 8th graders across the District met or exceeded the standard in ELA in 2015-16, and by the time that cohort was in the 11th grade in 2018-19, and 28.56% of students met or exceeded the standard, indicating that students were not making enough growth from year to year to maintain their proficiency levels from 8th grade to the 11th grade.

Caliber: ChangeMakers has a demonstrated history of students making at least one year of growth²⁰, and Caliber: High School's strong ELA instruction and high expectations for all can ensure that proficiency rates improve from year to year.

Table: Math results in VCUSD (% meeting or exceeding the standard) as measured by Summative SBAC (11th grade)

Schools	2016-17	2017-18	2018-19
Jesse M Bethel High	23.35%	15.06%	12.12%
Vallejo High	10.06%	9.57%	11.58%
MIT Academy	33.34%	27.64%	35.38%

Source: CDE DataQuest

Math results have been flat or declining over time across the Vallejo high schools that administered Summative CAASPP, according to most recent data. While disaggregating by race, ethnicity, EL status, and special education status, the data demonstrates that regular achievement gaps exist across schools in VCUSD as well. Because Math proficiency levels have been historically lower than ELA, Caliber: High School has taken an intentional approach to ensure that Math instruction is designed to serve students who have not experienced much academic success in Math (see Section A.3.3). This research-backed approach will support more students to achieve Math proficiency in Vallejo.

The same rough cohort analysis can be performed using this data for Math. Nineteen percent of 8th graders across the District in 2015-16 met or exceeded the standard, and when those students took summative CAASPP in 11th grade in 2018-19, just 11.05% met or exceeded the standard.

In addition to proficiency rates in ELA and Math, other data demonstrate the need for Caliber: High School. Data continue to show that we need more students in VCUSD to graduate meeting UC/ CSU requirements, which can represent a baseline for college preparation.

²⁰ There is not sufficient summative CAASPP data to make a direct rough cohort comparison, though Caliber: ChangeMakers has used 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 (<https://www.smarterbalanced.org/assessments/interim-assessments/>). Data from the 2019-20 ICA indicates that growth 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. See Appendix A-19 for a description of this data (excerpted from the Caliber: ChangeMakers renewal petition submitted in October 2020).

Table: Graduation Rates and outcomes, 2020

Schools	Graduation Rate	Number of Graduating Students	Number of Graduates Meeting UC/CSU Requirements
Jesse M Bethel High	86.8%	309	127 41%
Vallejo High	72.6%	401	85 21%
MIT Academy	86.6%	127	110 86.6%

Source: CDE DataQuest

The table above demonstrates that not enough graduates are leaving high schools with the knowledge and skills to be able to attend our state's colleges and universities. The Caliber: High School program is designed to make this an option for each student. See the Graduation Requirements table (Section A.5) for how the Caliber: High School graduation requirements are designed specifically with this outcome in mind.

Data from the Vallejo City Unified School District suggests that there is a significant need for strong instruction in ELA and Math, as well as improved rates of A-G eligibility among high school graduates. The Caliber: High School model is designed specifically with these academic outcomes as a key metric for success. Specific remediation and acceleration coursework in Reading and Math, along with graduation requirements aligned to A-G and advising for all students, contribute to a school model that will graduate students academically college-ready.

There is a significant need in VCUSD across non-charter and charter schools to increase college eligibility as measured by A-G completion and college entrance exams. Even as many California colleges and universities move toward not accepting ACT and SAT for admissions, they remain important for applications to private and out-of-state universities. See As measured by the ACT Assessment, far less than half of students are earning a composite score on the ACT that would make them eligible for most out-of-state or prestigious colleges and universities in the US.

Figure: Percent of ACT scores ≥ 21

	2016-17	2017-18	2018-19	2019-20
VCUSD (Jesse M. Bethel High, MIT Academy, Vallejo High)	24.44%	46.15%	30.99%	27.18%

Caliber: High School will also use the College and Career Readiness Standards ("CCRS") as established by the American College Test ("ACT Assessment") to inform instruction. Details about the CCRS and the standards used for curricular planning at Caliber: High School can be found in Section A.3.3. The data

from the SAT Assessment administrations across the high schools in Vallejo also demonstrates that students are not academically prepared for college. Evidence-Based Reading and Writing (“ERW”) and Math section scores on the SAT that exceed the benchmarks are a solid predictor of passing a college-level, credit-bearing course.²¹

Table: Percent of 11th and 12th graders meeting both ERW and Math benchmarks for SAT

	2018-19	2019-20
VCUSD (Jesse M. Bethel High, MIT Academy, Vallejo High)	32.2%	26.2%

Source: CDE DataQuest

The data show that only a small portion of VCUSD graduates are prepared to pass college-level courses. Caliber: High School will prepare 100% of students for the college or career of their choice.

Though the program at Caliber: High School is established to develop both college and career readiness to support students to make informed decisions about their postsecondary plans, it also seeks to increase the overall college-going rate of students from Vallejo. In 2017-18, the most recent available data, shows that the two main VCUSD high schools sent 57% of graduates to college. The average for the state of California is 65.8%. We believe that we can help remove barriers to college for students who wish to go by providing an education that will prepare students to not need remediation in college and support students in obtaining scholarships. Our partnership with Rivet School, a low-cost, high-support organization supporting students in California to obtain a bachelor’s degree, can also help remove some of the financial barrier for students looking to enroll in college. The aim of Caliber: High School will be to ensure that 100% of graduates are college eligible, college-and career- prepared, and confident in their postsecondary plans.

Caliber: ChangeMakers’ documented academic achievement outcomes in Vallejo demonstrate Caliber Public Schools’ organizational ability to support VCUSD in its mission to produce more high school graduates who are prepared for the rigors of college and career.

Suspension rates is an area in which Caliber as an organization has been able to accomplish significant outcomes. Suspensions rates throughout Vallejo remain higher than the state average, and the rate in high schools is also very high.

²¹ Students with an SAT Math section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes. See more about SAT benchmarks here: <https://collegereadiness.collegeboard.org/about/scores/benchmarks>

Table: Suspension Rates: VCUSD and State of California (2019-20)

	2017-18	2018-19	2019-20
Jesse M Bethel High	10.9%	12%	8.5%
Vallejo High	13.8%	14.1%	10.6%
VCUSD (all schools)	8.7%	9.1%	6.7%
State of California	3.5%	3.4%	2.5%
Caliber: ChangeMakers Academy	0%	0%	0.1%

Source: CDE DataQuest

The Caliber Public Schools SEL programming and close relationships with parents are key drivers of success in these areas. In order to build on these successes beyond the TK-8 level, the process of extending this programming to the high school level is already underway for our organization. We understand that while we have a strong foundation for school culture, we cannot simply duplicate our work from Caliber: ChangeMakers to build a thriving and successful high school with outstanding academic and discipline-related results. A draft of the Caliber Public Schools Healthy Schools Framework for high school can be found in Appendix A-1 and we have already begun the work of identifying key school culture and program indicators through our partnership with the Urban Assembly, a national leader on social-emotional learning. A summary of key culture indicators for the Caliber: High School SEL program can be found in Appendix A-2. As a result, we are confident that we have taken all the necessary steps at the petition stage to ensure that our SEL program will translate well to the high school level and we will be able to maintain these excellent outcomes in suspension rates.

Section A.1.2 Caliber Meets the Documented Need

Based on the data above, Caliber Public Schools sees a number of identified needs which can be addressed through the establishment of a Caliber: High School program. The academic needs of the students Caliber: High School intends to serve are increased academic achievement in English and Math, increased college eligibility, increased graduation rates, decreased suspensions. Vallejo parents and students, through the school design process, named community-based leadership programming as a need in a high school to support graduates to feel tied to the Vallejo community and able to contribute to the economic, political, and social life of our city in a life-sustaining and fulfilling way.²²

The Caliber: High School program details are the result of input from Caliber teachers, students, and staff from our design process. The alignment between the identified needs and the Caliber: High School programming model are summarized in the table below.

²² Find a summary of the community design process in Appendix A-3.

Table: Identified Academic Needs and Caliber: High School Programs

Community Needs	Caliber: High School Programs Responding to Community Need
1. Increased achievement in ELA and Math (competent learners)	1. Standards-based curriculum for every student 2. Focus on higher-order thinking skills 3. Intervention programs and specialized course placement based on student achievement data 4. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school 5. Summer extension: Opportunities for students to remediate or accelerate in Caliber: High School programming in the summer 6. 1:1 Mentoring from Advisors
2. Increased College Eligibility	1. Completion of A-G courses is required for graduation 2. Robust college and career counseling, in tandem with advisory, beginning in 9th grade 3. Focused instruction of academic habits through grade level teams 4. Intervention programs and specialized course placement based on student achievement data 5. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school 6. Expository Reading & Writing Curriculum (ERWC) as 12 th grade English course 7. Adoption of College and Career Readiness Standards in addition to Common Core State Standards
3. Increased graduation rate	1. 1:1 Mentoring from Advisors 2. Robust college and career counseling, in tandem with advisory, beginning in 9th grade 3. Focused instruction of academic habits through grade level teams 4. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices 5. Restorative Discipline Model 6. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation 7. Summer Programming: Opportunities to stay engaged with school or a summer program between academic years 8. Intervention programs and specialized course placement based on student achievement data 9. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school
4. Decreased Suspensions	1. 1:1 Mentoring from Advisors 2. Close relationships with adults and students fostered through advisory and school culture 3. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices 4. Restorative Discipline Model

	5. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation 6. Summer Programming: Opportunities to stay engaged with school or a summer program between academic years 7. Intervention programs and specialized course placement based on student achievement data 8. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers before and after school 9. Pro-active trauma informed care from licensed clinicians and social worker
5. Community-Based Leadership and Social-Emotional Learning (self- motivated and lifelong learners)	1. 1:1 Mentoring from Advisors 2. Close relationships with adults and students fostered through advisory and school culture 3. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices 4. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation 5. Support to find summer programming: Opportunities to stay engaged with school or a community summer program between academic years 6. Personal Plans for Progress in Advisory, where students will come back to their college and career aspirations and revise their thinking

Caliber Public Schools has been addressing the academic and social-emotional learning needs of students of Vallejo for the past six years. The design for the Caliber: High School builds on these successes and incorporates our learning from the top urban public high schools to be a cogent model for whole-student success. Small school size, focus on leadership and social-emotional programming, high academic expectations for all, data-informed planning, strong intervention programs, specific programming for students with special needs and English learners, and a robust advisory and college and career counseling program all contribute to an environment that is sure to produce excellent academic outcomes for students in Vallejo.

Section A.2: Caliber Public Schools Core Beliefs

Caliber Public Schools aims 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.

We believe all children can succeed in the college and/or career of their choice without a need for remediation if they experience high-quality instruction, appropriate support, and a caring school community. All of our staff are united in this belief and dedicated to its execution.

What sets Caliber: High School apart is our unwavering focus on Social-Emotional Learning and Leadership. We define leadership as a combination of both competence and confidence; our students will be equipped with requisite academic knowledge and self-knowledge in order to be able to navigate a future where they will be asked to adapt constantly. At Caliber: High School, social-emotional learning is the platform for academic achievement. We are building a high school that meets our moment in

history. By equipping all of our students with the knowledge and skills they need to be successful in college and career, we give them the tools for success in the external world. Not only does Caliber: High School provide these non-negotiables for our students, but we aim to create an environment where students feel safe in their self-knowledge and their growth to constantly adapt to our ever-changing world.

Our educational philosophy derives from lessons we have learned from high-performing urban schools and research on effective practices to raise student achievement. Additionally, our dedication to personal relationships and our desire to deeply engage students in inquiries of self and our society requires us to design a school environment that prioritizes learning, interpersonal relationships, and a vision for collective success.

Section A.2.1: Vision for Caliber: High School

The City of Vallejo represents a cross-section of our nation's diversity and a standard for multicultural community leadership through times of constant change. Our city is the optimal launch point for the future leaders of our state and country looking to build a more just and equitable world. Our graduates will not only be academically prepared for the college or career of their choice, but will also deeply know themselves and the value of community in order to be a positive force in their own lives, within their communities, and among our global society.

Goals for Caliber: High School

The goal of the Caliber: High School is to achieve educational equity by ensuring each student graduates with (1) academic skills to succeed in college, (2) a plan for college and career informed by self-knowledge and knowledge of the world, (3) a deep understanding of the value of community, and (4) leadership skills to adapt and relate to an ever-changing world. With these skills, Caliber: High School graduates will be competent, self-motivated, and lifelong learners.

Our model is designed to prepare 100% of our students for college. In order to achieve our mission, every student will need to continue their education beyond high school in some form. For most students, this will mean completing a four-year college degree.

Graduate Profile

Caliber: High School graduates will be prepared to lead in an ever-changing world by adhering to Caliber's four pillars.

SMART	Graduates will be competent and academically college-ready regardless of whether they chose to pursue post-secondary education immediately after high school graduation. If they go into a 2-year or 4-year college, they will not need remediation. Graduates will have exposure and experience to a variety of postsecondary pathways, along with mentorship to be able to make informed personal career choices and be lifelong learners.
THINK	Graduates will be critical thinkers and problem-solvers who can contextualize problems historically, economically, and socially. They will be adaptive, interdisciplinary thinkers who work well in teams and think within and outside traditional paradigms.

HEART	Graduates deeply know themselves, their motivations, and their communities. They will be able to build relationships and maintain their sense of self when communicating across lines of difference in order to foster a more just, compassionate and equitable world.
ACT	Graduates will understand and be able to apply the ways that race, gender, class, and other markers of identity intersect to impact American society. Graduates will understand the issues they care deeply about and will have the tools, self-motivation, and contextual knowledge to navigate systems of power to make positive impacts on their own lives and within their communities. Students will be able to identify systems of oppression, how they manifest as societal inequities and critically reflect on solutions.

Theory of Change

By providing a rigorous college preparatory curriculum that validates and affirms student identities and experiences for all students alongside intentional Social Emotional Learning (“SEL”) instruction and opportunities to apply lessons in the real world, all graduates will have the skills needed to succeed in an environment where they will constantly be asked to adapt.

Core Values

Caliber: High School intends to continue to embody the core values of Caliber schools: Feedback, Affirmation and Validation, Collective Responsibility, and Empathy and Kindness. Students and staff are expected to live by these core values every day.

Core Value	Meaning
Feedback	We only improve and learn when we are dedicated to continuous improvement. We share honest and specific feedback with one another gracefully and respectfully. We are eager to hear about progress and remain open to feedback.
Affirmation and Validation	We affirm and validate the identities, strengths, and passions of each person. We look to get to know one another on a personal level so we might be able to support them.
Collective Responsibility	It is all of our responsibility to meet our collective goals. We rarely achieve anything on our own.
Empathy and Kindness	We believe that mutual understanding is how we grow together. We show respect and kindness to one another.

We believe that these core values provide the foundation of a school culture for high schoolers, who are looking to their future beyond school.

Organizational Supports to Achieve the Vision

Caliber: High School will be a part of the Caliber Public Schools network. The Caliber Public Schools network provides support to all of Caliber Public Schools’ charter schools through its School Support Organization (“SSO”) 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 Caliber Public School
- Holding School Leaders accountable for the academic and fiscal performance of the Charter School

- Recruiting school teachers and staff jointly with School Leaders
- Advocating on behalf of Caliber Public Schools by working to establish partnerships with community organizations, institutions of higher learning, and foundations and corporate entities that support public education
- Providing high-quality training and support for School Leaders, Directors of Operations, 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
- Budgeting and Financial Reporting
- Providing support with marketing for student recruitment
- Identifying, planning, and overseeing real estate projects
- Providing technical support, including on-site tech support staff, network support, and hardware and software procurement, installation and maintenance
- Providing budgeting and financial reporting support
- Managing compliance activities jointly with School Leaders
- Fundraising
- Management of data and analytics
- Curriculum development and instructional priorities, along with aligned training and support

School Leaders at each Caliber Public Schools charter school have the responsibility for the execution of the academic and social-emotional program, along with developing relationships with parents, enrollment, relationships with the chartering authority and community groups, and supervision of school-based employees.

Section A.2.2: The Caliber: High School Model Core and Key Supports

Three key design principles for Caliber: High School are interdependent and at the center of every decision we make about school programming. Our definition of leadership is rooted in social-emotional learning and academic preparedness, and we place these on equal footing. To the team at Caliber: High School, leadership after high school means having the resilience, adaptability, and skills to be able to lead a life full of choice.

Our dedication to our students' academic and personal success depends on our investments in their social-emotional learning as well as their academic preparation. Our model does not push students toward the highest wage-earning professions, or currently-foreseen technology needs, because these things are fickle in our world today. More important to us is that our students have the tools they need in order to make independent, thoughtful, and well-informed choices about their lives and take ownership over their learning. This, we believe, is the key to a fulfilling life.

When each of our design principles is in interaction with one another, it provides the perfect environment for a student on a journey of supported self-discovery. By using our definition of leadership as a unifying concept, we hold high academic expectations alongside a safe, supportive, and welcoming environment in which students may experiment with many career paths, colleges, and other postsecondary pathways.

Figure: Caliber: High School Design Principles

Design Principle	Enabling Programming, Features, & Investments
Leadership Development as an iterative process	<ul style="list-style-type: none"> • Advisor-student relationships • Advisory curriculum thread: leadership and personal plans for progress • Student-Led Conferences • Personal Plans for Progress • Community Engagement Graduation Requirements • Summer Programming • Career Experiences (Job Shadow, Industry Days) • Deep relationships with adults and other students • Novel experiences inside and outside the classroom with intentional reflection
Social-Emotional learning that is integrated and proactive	<ul style="list-style-type: none"> • Full SEL integration across program and school culture • SEL infused into teaching practices and curricula across the content areas • School policies and organizational structures to support social-emotional development • Department and Grade Level Teams with vertically and horizontally-aligned SEL practices • Restorative Justice Discipline System • Professional Development centered on Social-Emotional Learning • Advisory curriculum thread: circles and social-emotional learning • On-site clinical team with Clinician assigned to each grade • Partnership with Resilient Scholar and the Urban Assembly to implement and monitor SEL program
Academic preparedness for College and Career	<ul style="list-style-type: none"> • High-quality teacher professional development • Robust College and Career Counseling beginning in 9th grade • Robust intervention program • Community Engagement Graduation Requirements • Summer Programming • Partnership with Instruction Partners to align curriculum, professional development, and assessment to grade-level standards • Graduation Requirements more rigorous than A-G • Prioritization of high-quality teacher hiring • Annual achievement goals set around college benchmark targets • Individualized course placement

Section A.3: What It Means to be an Educated Person in the 21st century

At Caliber: High School, becoming an educated person in the 21st century means:

- Possessing emotional intelligence and an inclusive mindset to have impact in an ever-changing world
- Robust problem-solving skills, especially in the face of new or conflicting information
- Strong foundation of academic skills and a broad knowledge base in the core disciplines of language arts, mathematics, science, social science, foreign language, and the arts

Section A.3.1 Emotional Intelligence and an inclusive mindset

At the core of Caliber: High School is the unwavering belief that an education that promotes social emotional learning gets academic and personal results. We believe that alongside strong academic preparation, a deep knowledge of the self, interpersonal skills, and emotional intelligence are the foundation to being able to navigate a world beyond high school and college that is constantly calling on us to live our values, see our common humanity, and demonstrate agency in creating the world we want to live in. While many schools purport to provide SEL education most often by citing community circles and restorative discipline, it is rarely at the core of their model, and even more rarely operationalized and monitored. We have built a high school with a fully integrated SEL model, complete with instructional, administrative, extracurricular, and college-preparatory goals and indicators. We have processes and supports to continuously monitor our program goals and implementation. Currently there is no high school option for families in Vallejo seeking a strong social-emotional foundation to academic preparedness.

According to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”), not only does social emotional learning lead to improved academic outcomes and improved behavior, but it continues to pay off far into the future. According to CASEL, there are statistically significant associations between SEL skills at school and common quality of life metrics later in life. Students who experience a strong SEL program in their adolescence experience less conduct problems and emotional distress, alongside improved emotional skills and positive attitudes toward themselves, others, school, and work. This research is also supported by our partner, the Urban Assembly, which supports our SEL operational platform, Resilient Scholars.

Social Emotional Learning has the following short-term benefits:

- Improvement in pro-social behavior
- Improvement in Attitudes about Self, Others, and School
- Reduction in Problem Behaviors
- Reduction in Emotional Distress
- Increase in Standardized Achievement Test Scores
- Increase in Social and Emotional Skills

And the following long-term benefits:

- Increased high school graduation rates
- Increased college graduation rates
- Decreased likelihood of having a clinical mental health disorder
- Decreased likelihood of ever being arrested or becoming involved with the juvenile justice system
- Decreased likelihood of sexually transmitted infections and pregnancies

SEL programming is a core component of our program because we know that a strong SEL instruction and support is tied to our mission to prepare all students for a life where they use their agency to lead a life full of choice.

Our partnership with the Urban Assembly provides an essential platform for us to continuously monitor our social-emotional program throughout school systems, policies, and classroom practices. The knowledge, skills, and attitudes prioritized in an SEL programming are especially critical in adolescence because youth are undergoing tremendous emotional and cognitive changes. High school represents a significant opportunity to develop social and personal skills at such a critical juncture.

Students need more than academic and intellectual skills alone to thrive in college, career, and life. Caliber: High School's focus on Social-Emotional Learning will contribute to an overall school environment that seeks to affirm each student's individuality and potential alongside our collective humanity and desire for impact. We know that learning is a holistic endeavor, and that social-emotional development must be held on a pedestal alongside academic readiness.

We also know that strong student-teacher relationships are associated with higher academic achievement and a more positive association with school, stemming from improved motivation and self-esteem. Advisory, which meets four times per week, is the foundation for social-emotional learning, including the self-discovery and reflection needed to identify personal goals and make strides toward an informed and empowered decision about college and career. We know that a student's likelihood of persisting toward a post-secondary plan is increased significantly by the quality of their relationships with adults at school. We also see the advisory period as the central time where adults and students form strong and positive relationships with one another. Beginning in the 9th grade, students have an advisor who helps them set goals, serves as the main liaison between parents and the student's teachers, and the "home base" for practicing and reflecting upon social emotional learning goals.

Students benefit from a variety of activities and curricula that occur in Advisory. Advisors conduct regular goal-setting conferences with each individual advisee, implement an Advisory curriculum rooted in social-emotional learning, and facilitate critical conversations about current events of interest.

In addition to the social-emotional curriculum, students will regularly reflect on noncognitive habits to be successful in college and beyond. Non-cognitive skills and mindsets like self-efficacy, self-regulation, self-advocacy, time management, and academic tenacity make up our vision for personal leadership and will support students to be self-motivated learners for the long-term.

Section A.3.2 Problem-solving skills

To be an educated person in the 21st century means to be able to lean on technology, personal and social awareness, and the dispositions, skills, and knowledge from a variety of disciplines to iterate on our understanding of the world.

The Caliber: High School model, from regular classroom instruction to our career and college preparation, is designed to provide the conditions for students to quantitatively and qualitatively reason to solve interdisciplinary problems without finite solutions. Revising and refining a worldview requires active and constant problem-solving.

The learning systems of the 20th century still underpin a majority of the schools in the United States. The transmission of knowledge has driven the schooling system towards a highly individualized, sorting-centric mechanism which can only deliver equitable results unreliably. According to Transcend Education, there are a number of “leaps” schooling must make in order to properly respond to the demands and opportunities in the 21st century. Caliber: High School’s model embraces these leaps and operationalizes them in the following ways:

- From unequal expectations and opportunities to high expectations with unlimited opportunities
- From narrow focus to whole-child focus
- From assimilation and marginalization to affirmation of self and others
- From reinforcement of the status quo to social consciousness and action
- From passive compliance to active self-direction
- From siloed schooling to anytime, anywhere learning

The days of choosing a career path and following it linearly are far behind us. We expect our students to be thinking actively about the role they’d like to play in the world. This requires constantly revisiting personal goals and adjusting personal priorities in the face of new experience and information. On the personal level, our students revisit their plans for post-secondary education or career regularly. We also know that there is no single path toward success for any student. Economic and social opportunities, life circumstances, and personal passions ebb, flow, and evolve over time, and students must be prepared to adapt. As summarized in *Most Likely to Succeed*, “Technology is turning our economy upside down...[Career] options for creative problem-solvers will become ever more abundant, while options for hoop-jumpers will be dismal.”²³ Adaptability and constant reflection on one’s career is no longer optional.

This same stance applies to the way we expect students to reflect on their learning. In the classroom, students will not expect to hold the same set of opinions and beliefs over the course of their high school career. We believe that a critical component of success in the 21st century is to be adaptable and flexible in the face of new information and challenges. A focus on digital literacy, thinking routines, and discussion-based learning in the classroom will facilitate the open exchange of ideas and normalize changing our mind when the way we used to think does not suit the present moment anymore. At Caliber: High School, we will celebrate moments where our worldviews evolve to be more inclusive as we grow.

Problem-solving is also built into our instructional model for Math, Science, and Social Studies.

In mathematics classes, students will benefit from both personalized skill-building and mathematical fluency periods, as well as real-world, analytical problem-solving daily. This model blends the three components of rigor in mathematics classrooms: conceptual understanding, procedural skills, and fluency and application. This model builds up to the point where students can evaluate data and information from a variety of quantitative sources and defend a solution where no single right answer exists.

²³ Wagner, Tony, and Ted Dintersmith. *Most Likely to Succeed: Preparing Our Kids for the Innovation Era*. NY: Scribner, 2016. Print. p. 62

In science classes, students will form research-based hypotheses and design experiments to test these hypotheses, all in accordance with the scientific method. This inquiry-based approach intentionally moves away from teaching science as a body of knowledge to be consumed; but rather a set of skills, knowledge, and dispositions to be applied to relevant problems.

In social studies classes, students will research complex questions spanning time, space, and societal factors. By applying historical trends, discipline-specific knowledge, and quantitative and qualitative reasoning, students will be prepared to constantly analyze and evaluate the world around them according to a different set of criteria. The aim of our social studies program is to develop engaged, principled, and reflective citizens in our city and global society.

Section A.3.3 Strong academic foundation across the disciplines

The academic program at Caliber: High School will be college-and-career preparatory, with the necessary support and extensions in place for all students to access the curriculum. In each discipline, the relevant learning dispositions and skills will be centered. In order for our students to access college-level work by the 12th grade, every single classroom at Caliber: High School will offer grade-level assignments, strong instruction, deep engagement, and high expectations for each student.

The content of the Caliber: High School curriculum is focused on building essential academic skills for college preparation with an emphasis on higher-order thinking processes, metacognition, and cross-disciplinary connections. Caliber: High School will offer the standard age-appropriate curricula for English, Science, Mathematics, Social Sciences, and Visual and Performing Arts.

In line with our mission to prepare all students for success in college and career, Caliber High School will adopt the Common Core State Standards (“CCSS”)²⁴, Next Generation Science Standards (“NGSS”)²⁵, English Language Development (“ELD”) Standards²⁶, History-Social Science Content Standards²⁷, any other applicable state content standards and frameworks (collectively referred to herein as “State Standards”) and the American College Test College and Career Readiness Standards (“CCRS”)²⁸. Taken together, these standards provide a steady framework for college and career preparation.²⁹

State Standards

The State Standards encapsulate the CCSS, NGSS, ELD Standards, the History-Social Science Content Standards, the California Arts Standards³⁰, the World Language Standards³¹, and the Computer Science Standards³².

²⁴ <http://www.corestandards.org/>

²⁵ <https://www.nextgenscience.org/>

²⁶ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

²⁷ <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

²⁸ <https://www.act.org/content/act/en/college-and-career-readiness/standards.html>

²⁹ “How ACT Assessments Align with State College and Career Readiness Standards”, Sara Clough and Scott Montgomery, www.act.org, 2015. <http://www.act.org/content/dam/act/unsecured/documents/AlignmentWhitePaper.pdf>

³⁰ <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

³¹ <https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>

³² <https://www.cde.ca.gov/be/st/ss/documents/compscik12standards.xlsx>

The CCSS, which were adopted by California in 2010, capture the skills K-12 students should have in English Language Arts, Mathematics, and History -Social Sciences at the end of each grade or grade band (9th-10th and 11th-12th). This initiative sought to establish consistent learning standards as well as ensure that high school graduates have the essential skills for success in college and the workforce.

The NGSS, which were adopted by California in 2013, set expectations for science content students should know, discipline-specific practices, and cross-cutting skills.

The ELD Standards, are to be used in conjunction with the State Standards to support language and literacy development along with key content standards.

The History-Social Science Content Standards are to be used in conjunction with the CCSS to establish key content and skills for students in history and social sciences courses.

The California Arts Standards were designed to encourage achievement in the Visual and Performing Arts by defining the knowledge, concepts, and skills that students should have at each grade level.

The World Languages Standards are designed to promote reading, writing, listening, and speaking across multiple contexts for students learning a world language.

The Computer Science Standards emphasize core content and core practices for computer science achievement.

ACT College and Career Readiness Standards

Alongside the CCSS and State Standards, Caliber: High School shall also adopt the American College Testing (“ACT Assessment”)³³ College and Career Readiness standards. These standards provide the spine for the ACT Assessment; therefore, by incorporating these standards from 9th grade on, Caliber: High School will provide critical preparation for college eligibility.

The CCRS standards and assessments provide a way to measure the knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are competent learners, ready to take on the rigors of college and future careers.

The Caliber: High School curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state law, Caliber: High School will use curriculum for Mathematics, Science, English-Language Arts, and History-Social Science using State Standards.

National Association for College Admission Counseling’s research show that the top factors colleges consider when admitting students are:

1. Grades in college prep courses
2. Strength of the curriculum

³³ The American College Test (ACT) is not to be confused with the Caliber Public Schools ACT Pillar. The ACT college admissions assessment, interim assessments, and longitudinal summative assessments shall be referred to as “ACT Assessment” to eliminate this potential confusion.

3. Overall high school grade point average (“GPA”)
4. Admission test scores (e.g., ACT Assessment, SAT)³⁴

By focusing curriculum and assessments on ACT Assessment’s CCRS, we are creating a foundation for success in those high-impact factors. This approach focuses Caliber: High School on the critical factors that lead to college matriculation and college completion. Using the ACT Assessments and CCRS as a key component for planning, instruction, and assessment will ensure student learning is focused on the learning objectives that will set students up for success to and through college.

The CCRS are precise, empirically derived descriptions of the essential skills and knowledge that students need to enroll in credit-bearing courses without the need for remediation. Performance on the ACT Assessment is also a core component of entrance requirements for our students into many competitive college programs.

ACT Assessments utilized by Caliber align with the subset of the CCRS that is appropriate for the program’s grade level and provides scores that offer an indication of students’ educational progress relative to ACT Assessment’s College Readiness Standards and, by extension, relative to the Common Core State Standards.

Discipline-specific departments will work together as teams each year to set academic goals for their courses and engage in vertical alignment and professional development activities.

English

Caliber: High School’s English curriculum will emphasize authentic texts and will prioritize students’ work as readers, writers, and speakers by applying their skills both creatively and analytically. The curriculum will be planned according to CCSS. When students are encouraged to see a connection between literature and their own lives, their interest in reading and writing is sparked. Literature provides an opportunity for students to explore disparate cultures and lifestyles in a variety of social and historical settings. Encouraging students to engage with the text and experiment with the different conflicts and choices that the characters confront will provide students with invaluable opportunities to make more conscious choices about who they are and who they want to become. The English Language Arts (“ELA”) curriculum will include Culturally Relevant Pedagogy and literature focused on the lives, backgrounds, and culture of the students it serves.

Reading: Students at Caliber: High School will read a variety of texts across genres. In developing syllabi, emphasis will be placed on culturally relevant literature so that students are exposed to a wide array of written and spoken work. The English department will address vertical alignment by increasing text complexity through the four years of high school to ensure all students can access college-level texts upon graduation. Students will go beyond the literal meaning of text to develop deep analytical skills, make connections, and synthesize.

³⁴ The University of California (“UC”) and California State University (“CSU”) Systems have updated their admissions requirements to no longer require ACT or SAT. However, seeing that many of our students may consider out-of-state or private colleges and universities, and that these assessments may assist CU and CSU-bound students with course placement, Caliber: High School intends to support students to take these standardized tests. For more information about the updated admissions requirements for UC and CSU (updated August 2021), please see <https://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf>

Writing: The Caliber: High School English program will place a heavy emphasis on preparing students for college-level writing. Beginning in 9th grade, students will be expected to write analytical, argumentative, informational, and narrative pieces. The writing process will be a crucial part of the ELA curriculum; it will allow students to improve the content, clarity and style of their writing with the support of a peer audience, written feedback from the teacher, and one-on-one student-teacher writing conferences. At each grade level, vocabulary, writing mechanics and organizational skills will be honed through the writing process and a planned and structured series of challenging writing assignments and projects.

Speaking and Listening: Students will also be prepared to communicate effectively. They will be asked to collaborate, participate in discussions regularly, and reflect on their growth as oral communicators. Class discussions, presentations, and seminars will provide a space for students to refine their listening, collaboration, and critical thinking skills.

After extensive research into high-quality ELA curricula for high school, the team at Caliber: High School believes that Fishtank Learning is best suited to support our students to be critical readers, writers, and thinkers in grades 9-11.

The following guiding principles underpin the philosophy of English Instruction³⁵:

- Text First: there is power in rich and nuanced texts to spark student thinking
- Content Selection: selected texts must both affirm students' cultures and expose them to great literature
- Writing Instruction: writing instruction should teach scholars to construct persuasive arguments and express their own voices
- Word Knowledge: word knowledge is built through both explicit instruction and exposure to content
- Discussion: discussion is a powerful tool for testing out ideas and strengthening thinking
- Lifelong learning: teachers should aim to cultivate voracious, inquisitive readers, writers, and thinkers.

Fishtank's emphasis on culturally responsive text and college-preparatory-aligned standards-based curricula makes them an essential match for the Caliber: High School English Department.

Please find a sample unit outline for English I (9th grade) in Appendix A-4.

In the 11th and 12th grades, students will have the option to take Advanced Placement English Language (11th grade) and Advanced Placement English Literature (12th).

In 12th grade, the non-AP English class offering will be Expository Reading and Writing Curriculum ("ERWC"), designed by the Center for the Advancement of Reading and Writing at the California State University ("CSU").³⁶ The curriculum is designed to bridge the high school- to college experience by emphasizing an inquiry-based approach and rhetorical writing aligned to state literacy standards. College-level writing is a common barrier to success and an often-reported challenge for first-year

³⁵ <https://www.fishtanklearning.org/curriculum/ela/>

³⁶ <https://www2.calstate.edu/CAR/Pages/erwc.aspx>

college students, and we believe this choice will make that transition more accessible for Caliber: High School 12th graders.

Mathematics

In order for students to be successful, they will need to think critically and apply their knowledge of mathematics in new ways. Instruction in the Math department will center the CCSS, and therefore will emphasize multiple aspects of rigor: procedural fluency, conceptual understanding, and application.

The incorporation of data-driven instruction into Caliber: High School's instructional program will ensure that students receive highly targeted instruction at their mathematics level and will provide valuable data with which teachers can inform their instruction.

We believe that there is a lot of room in the Mathematics classroom to integrate more purposeful SEL infusions to counter the more traditional "answer-getting" Mathematics instruction that has characterized many public classrooms in the United States. By teaching toward sense-making, with an emphasis on self-awareness, reflection, and self-efficacy, the Mathematics team at Caliber: High School will support students beyond procedural fluency and toward constant problem-solving, pattern recognition, and an appreciation for Mathematics.

Caliber: High School will offer a traditional pathway for core mathematics instruction aligned to the CCSS, with the goal of having all students complete Pre-Calculus by graduation. We believe this is an important goal to maintain in light of our ambitious goals around college and career readiness. All students will take an incoming Mathematics assessment, which will place them in an appropriately challenging Math course in the 9th grade. CCSS content standards describe a progression of algebra from Kindergarten through Grade 8 that leads to the CCSS Algebra 1 course in high school. CCSS Algebra 1 does not repeat content from CCSS Math 8, but rather builds on the content students learned in CCSS Math 8 and will be the core course for 9th graders in high school. Another goal for Caliber: High School is to provide an Advanced Placement Mathematics course for as many students who are prepared to and would like to take it. Our core Mathematics sequence provides the focus, rigor, and coherence called for by the CCSS and supports equity by supporting students where they are when they arrive and providing opportunities to accelerate their Math track to gain access to even more rigorous opportunities in Mathematics.

The Illustrative Mathematics curriculum is a strong fit for our academic mission at Caliber: High School because of its problem-based curriculum designed to address content and practice standards in real-world contexts.³⁷ The curriculum is completely aligned to college and career-ready standards, and allows students to solve problems in real-world contexts and then develop arguments using clear and precise language. Underpinning the curriculum is focus, coherence, and rigor. The instructional approach emphasizes the three aspects of mathematical rigor: procedural fluency, conceptual understanding, and application.

Because the Illustrative Mathematics curriculum is also designed to spark discussion about and perseverance with mathematics, we find it to provide a strong platform for our SEL programming as well. Students can practice self- and social-awareness in an environment where they are able to voice understandings, take risks, and collaboratively problem-solve.

³⁷ <https://illustrativemathematics.org/math-curriculum/>

Because Mathematics is a major focus area for our organization and VCUSD, we want to be intentional about how we ensure that students have a positive association with mathematics instruction and see the subject as accessible, interesting, valuable, and enjoyable. It is critical to us that traditionally underrepresented groups in STEM fields, such as Black and African American students, Latinx students, and women and girls, find success in Math and Science classes at Caliber: High School. The Caliber: High School approach to Mathematics instruction also heavily incorporates learning about culturally responsive teaching from Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. According to Hammond, culturally responsive teaching is "rebuilding trust with [students] through a learning partnership, and using that rapport and trust to get permission from students to push them into their zone of proximal development."³⁸ Math teachers will use the strategies described by Hammond in her research to develop a culturally responsive math classroom, including "gamifying," or using repetition, problem-solving, or attention-grabbing activities while building academic skills; "make it social," or employing discussion-based routines and providing students with opportunities to revise their thinking and develop math language skills; and "storify", or employing narrative structure to develop coherent understanding of a concept. This approach, and specifically, strategies like these, will support students to experience academic success in the Math classroom at Caliber: High School.

History and Social Sciences

Caliber: High School's history and social studies department believes that history is a process involving investigation and detection of the nature, causes and effects of events, and changes that take place in human life over time. Caliber: High School's history and social studies department will be committed to creating democratic citizenship and developing historians who can acquire the knowledge and skills related to the several subjects that study the motives, actions, and consequences of human beings as they live individually and interdependently.

In order to meet these goals, students acquire the ability to use reasoning processes in economic, political, and social decision-making; comprehend the vocabulary, logic, and methodology of the several academic subject areas that make up the discipline of social studies; communicate ideas through speaking, listening, writing, and the use of other symbols with clarity and conviction; choose and use the most appropriate technology to research and develop social studies and historical understandings.

The Caliber: High School Social Sciences curriculum is heavily tied to the ACT pillar. In order for students to engage in the work of creating a more just and equitable world, they will need to tolerate ambiguity, contextualize history, and practice perspectives-taking. The Social Sciences department will be committed to developing historical and critical thinking skills across the curricula, along with essential reading, writing, and speaking skills. The alignment of anchor standards of the ELA CCSS allows for strong alignment in literacy skills with the English department, with an emphasis on informational and analytical non-fiction text. Students will also further develop oratorical and communication skills through frequent opportunities to engage in debate and discussion within the class. Students will learn to research and develop positions on complex historical and contemporary issues.

Students in their history and social sciences courses will be expected to read and analyze complex text, write analytically, and communicate in discussions. All Caliber: High School students will take the

³⁸ Hammond, Zaretta L. 2015. *Culturally Responsive Teaching and the Brain*. Thousand Oaks, CA: Corwin Press.

requisite History and Social Sciences courses for A-G completion (World History, US History or AP US History, and Government and Economics).

Students at Caliber: High School will be encouraged to develop a quality of open-mindedness that is reflected in respect for another point of view, tolerance for ambiguity, passion for truth, and respect for facts; sensitivity to various differences including those surrounding race, religion, gender, and ethnicity; the ability to make personal choices characterized by thoughtfulness, justice, and integrity.

Science

Caliber: High School's science vision is guided by Next Generation Science Standards ("NGSS") and emphasizes students' ability to think independently and creatively, work effectively and cooperatively concerning matters of a scientific nature, and find answers among the ever-growing volumes of scientific information. The science department will intentionally focus student learning to be inquiry and phenomena-based. Students will engage deeply across content areas in science, with particular focus to the three dimensions of learning, as identified by NGSS:

- Science and Engineering Practices
- Disciplinary Core Ideas
- Cross-Cutting Concepts

Caliber: High School's science department will offer a full science program that addresses a broad range of performance expectations across science domains. At Caliber: High School, all students will take at least 3 years of Science, with the opportunity to build on the foundational courses of Biology, Chemistry, and Physics by taking Computer Science or another AP-level Science course. This provides an integrated science approach that uses real-world scenarios to connect the various disciplines as a foundation within each course as well as AP courses and electives that provide for advanced study of different areas of science.

NGSS performance expectations ask students not only to know but to demonstrate their learning. The Science program will also focus on enabling all students to develop critical soft skills to complement content knowledge. Teachers will intentionally incorporate opportunities to develop soft skills into class experiences and classes will demand students to think critically, provide evidence, communicate effectively and defend reasoning, collaborate within teams, and design and engage in project-based learning.

Engineering, Technology and the Application of Science: The science program at Caliber: High School will also enable and equip all students to develop the skills and practice of engineering and applying their scientific knowledge to the world around them.

The NGSS also emphasize practices of science and engineering. These practices are defined as:³⁹

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations

³⁹ (National Academy of Engineering and Committee on Standards for K–12 Engineering Education, NRC, K-12 Standards for Engineering? National Academies Press, Washington, DC, 2010):

- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Students will develop skills related to engineering by engaging in the process of design-build-iterate. For example, students will engage in design-thinking and projects, crafting and iterating on existing models, and adopting the practices of “how do scientists think about the world”, being observant of the world and questioning how and why. Further, students will have culminating experiences that demonstrate learning, such as science exhibitions, interdisciplinary projects, and group projects.

Technology is integrated into science and other classes at Caliber: High School in an effort to provide students with opportunities to enhance problem solving-techniques and critical thinking skills. The intent is to aid students with rapidly emerging software and hardware technologies that are available as problem solving, communication and research tools.

Foreign Language

Caliber: High School believes that the study of languages plays a vital role in preparing our students to become engaged global citizens, and it is therefore our goal to use the study of foreign languages to promote improved scholarship and citizenship.

Caliber will offer students the opportunity to take Spanish (for heritage and non-heritage speakers) and Mandarin. At Caliber: High School, we believe that studying language, even if the language is already used, can prepare students for engaged global citizenship and community activism, as well as refine their language and grammar skills in English. Spanish and Mandarin together are spoken by 1.6 billion people throughout the world, and we believe that they offer our students the most opportunity in a global economy.

All Caliber: High School students are required to take a language other than English, with encouragement to take additional language courses. In all foreign language courses, reading and listening to authentic text, along with writing and speaking, will be centered. The World Languages Standards for California Public Schools will guide curriculum and planning.

The American Council on the Teaching of Foreign Languages (“ACTFL”) has identified core practices for effective language practices.⁴⁰ Caliber: High School Foreign Language teachers will use the target language as the vehicle and content of instruction. Learners can only acquire or internalize a foreign language when exposed to high amounts of comprehensible input, along with what ACTFL describes as “i +1,” or comprehensible input +1, or input that is a little beyond what learners know. Teachers create interactions and context for comprehensible input. Teachers will also design and carry out interpersonal communication tasks for multiple group configurations. This will allow students to modify their language for a variety of audiences and contexts. Teachers will design lessons and tasks that have functional goals and objectives that specific communicative language objectives, as well as content objectives. Grammar in Foreign Language classrooms will be taught in context to emphasize meaning over form. The PACE

⁴⁰ Gilsan, E and Shrum, J. <https://www.actfl.org/resources/guiding-principles-language-learning>

model⁴¹ (Presentation, Attention, Co-Construction, Extension), a dialogic story-based approach to focus on form, is one way to teach grammar while also tending to meaning-making and student motivation, so that they can make correct grammar choices in their own writing and speaking. Teachers will also design interactive reading and listening comprehension tasks using authentic texts spanning genres and intended audiences with appropriate scaffolding. Regular feedback will be given to students both implicitly and explicitly.

Arts

Caliber: High School will offer a robust performing and visual arts education program to grow the talents of students. Instruction is organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these enrichment classes as students will regularly participate in structured academic discussion about their art, motivation, and technique, as well as writing assignments.

The California Arts Standards for Public Schools will be used to drive curriculum, planning, and assessment. According to the State Board of Education, these standards include “inquiry, process-based, and inclusive approaches”⁴² to provide a standards-based and sequenced arts experience. We believe that the Arts curriculum will be essential for supporting student empathy, as well as skills like abstraction and problem-solving. All of the California Arts Standards for Public Schools are linked to four artistic processes which are consistent across the artistic disciplines: Creating, Performing/Presenting, Responding, and Connecting.

The Performing Arts class at Caliber: High School will be designed to ensure that 100% of students meet at least the “Proficient” level of the high school State Standards for Theatre. “Theatre literate citizens”⁴³ who complete the Performing Arts course will be able to analyze, interpret, and perform a variety of dramatic pieces and primary texts. The activities students participate in Performing Arts class will build community, self-esteem, and empathy.

The Visual Arts class at Caliber: High School will be designed to ensure that 100% of students meet at least the “Proficient” level of the high school State Standards for Visual Arts. Students will produce and study a variety of genres, from still life, portraits, or landscape to photography and assemblage.

Section A.4 How Learning Best Occurs

Much of the latest research around adolescent development and learning show that young people learn best when they have caring, trusting, and supportive relationships with adults and other young people, high expectations, opportunities to contribute to the form of their learning, and enabling methods for metacognition and reflection.

The following design principles encapsulate how learning best occurs:

- High-Quality Instruction
- With High Expectations for all

⁴¹ Find an example of the PACE model: <https://web.cortland.edu/flteach/mexico/pace.html>

⁴² California *Arts Framework*—Chapter 9: Implementing Effective Arts Education, SBE-Approved Draft, July 2020

⁴³ California *Arts Framework*—Chapter 6: Theatre, SBE-Approved Draft, July 2020

- In a Positive School Culture with Strong Relationships
- When Students have Agency
- Alongside explicit instruction in key non-cognitive skills
- With A Reflective and Continuous Improvement Mindset for Students and Teachers

Section A.4.1 High-Quality Instruction

Excellent teaching is the foundation for student achievement. Caliber: High School is committed to hiring and developing an excellent teaching staff that honestly believes that every child is brilliant and can meet rigorous academic expectations. The following is informed by our current perspectives accelerating achievement at Caliber: ChangeMakers Academy, our work with some of the highest performing charter high schools in the US, and best-practices research, including the Great Schools Partnership and the Quality Schooling Framework from the California Department of Education.

Each classroom at Caliber: High School is designed to be able to gradually release strong academic habits over the course of a high school career. In order for students to be successful in a rapidly changing world, they need to be confident, courageous, and self-reflective. In order to bridge this experience from ninth to twelfth grade, we will release explicit instruction of these skills gradually. From the top performing schools around the country, we have learned that children thrive in safe and structured environments. We also know that students need space to take ownership over their learning and experience more autonomy to practice independence. This philosophy is present in our conception of high-quality instruction with how teachers will intentionally design lessons and units where skills are gradually released over time. For example, at the start of a ninth grade Algebra I course, students may need structured support or a set of guiding questions for how to attack a problem. As the courses progress, students may have some of these guiding questions or prompts removed, along with the provision of metacognitive reflective moments so students might identify their own processes or sets of guiding prompts. By the time they are in twelfth grade, students will not have the scaffold, but will be able to describe their thought process and approach without the presence of guiding questions.

The classroom environment is the foundation for high-quality instruction. Teachers at Caliber: High School will be supported to create a classroom environment where all students will be encouraged and supported to take risks and learn from mistakes. The emotional safety provided by clear and consistent routines and procedures will lead students to be able to take risks in the classroom. Teachers will be expected to establish and maintain clear classroom procedures and routines in ways that promote positive teacher-student relationships. Professional development and 1:1 coaching will support teachers to maintain these procedures as the year goes on.

Universal Design for Learning (“UDL”) is an approach to instruction that gives every child an opportunity to succeed, primarily due to its attention to the neurodiversity present in everyone. At Caliber: High School, all classrooms will exhibit evidence of UDL via its three main principles: engagement, representation, and action/expression. Instructional materials must be able to foster a variety of perspectives and provide multiple entry points for exploration. Teachers can provide a range of methods and activities, including inquiry, investigations, reading, and accompanying supports, to advance learning toward the learning objective.

The practice of UDL, for a teacher, is not to change the content or rigor of instruction, but rather to present information in a variety of ways and accept multiple representations of understanding so that

barriers present in traditional classrooms are eliminated.⁴⁴ Students in a UDL classroom have a more direct line to instructional materials and content because multiple manners of engagement, understanding, and expression are valid. UDL requires our instructors to know their content area deeply and anticipate the multiple representations, responses, and solutions their students will bring to their content area. Some ways that UDL will be present in Caliber: High School classrooms include posted lesson goals which students have multiple opportunities to return to, regular feedback on process and product, multisensory engagement, and lesson design with attention to motivation and attention. For example, because the human attention span “resets” every ten minutes⁴⁵, the Caliber: High School lesson plan template includes reminders to switch up the modality or focus of an activity every ten minutes. Even though UDL has been promoted as an inclusive methodology for neurodivergent learners, it has been proven to be an effective teaching methodology for all learners.⁴⁶

Clear learning outcomes that are shared by the teacher and students are essential for effective instruction. Standards and objectives will drive unit and lesson preparation for all teachers, and students will be able to explain how the tasks they are working on in class support the learning goals. In order to ensure consistent clear learning outcomes, teachers must internalize their curriculum deeply. A rigorous, engaging, and relevant college preparatory program supports student growth and prepares students to enter college ready to achieve. Standards and curriculum implementation processes at Caliber: High School will borrow from our organization-wide work with Instruction Partners, a non-profit organization dedicated to ensuring all students have access to grade-level, college-preparatory work. By utilizing high-quality curriculum and supporting teachers in internalization instead of sourcing materials and planning from the ground up, teachers have more time to deeply internalize unit goals and prepare for the execution of lesson. Unit and lesson internalization have a direct impact on student achievement because teachers are asked to anticipate student misconceptions, analyze student work, and prepare to adjust instruction based on how students are currently performing. See Appendix A-5 for lesson plan templates and curriculum internalization guides.

High-quality instruction is also guided by regular opportunities for practice and the provision of actionable feedback. Teachers at Caliber: High School are expected to review student data to be able to differentiate and target individual needs. Caliber: High School teachers will administer daily exit tickets, weekly formative assessments, end-of unit assessments, and end-of-grading period assessments, all aligned to the State Standards. Teachers will utilize this data to inform their next instructional steps and adjust whole-class and small group instruction. In lower-stakes opportunities for practice, as well as in assessment, teachers are encouraged to give students feedback that is timely, specific, and actionable.

Weekly coaching meetings with a teacher’s supervisor will include a review of the week’s assessment data (exit tickets, a formative assessment, a unit summative, or an end-of-grading period assessment, depending on the time of year) using a structured data protocol. See Appendix A-6 for a sample agenda of a weekly coaching meeting. Analysis of assessment data will always include a review of student performance on individual assessment items and standards, as well as subgroup performance analysis

⁴⁴ Meyer, A., Rose, D, and Gordon, D. (2008). *Universal design for Learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing

⁴⁵ Medina, J. (2009). *Brain rules*. Pear Press.

⁴⁶ Matthew James Capp (2017) The effectiveness of universal design for learning: a meta-analysis of literature between 2013 and 2016, *International Journal of Inclusive Education*, 21:8, 791-807, DOI: 10.1080/13603116.2017.1325074

(most commonly race/ethnicity, FRL, EL, Special Education). Caliber utilizes a number of structured data review protocols as part of coaching, including the Daily Data Dive, Looking at Free Response, Driven by Data Gap, and Looking at Free Response. These data review protocols can be found in Appendix A-21. This attention in a structured coaching space will ensure that teachers are supported and accountable to student mastery of the standards. Technology provides us with opportunity to be able to empower teachers to meaningfully enhance their instruction by meeting students' individual needs. We have budgeted to have a Chromebook for every student in class to support the ease of collecting in-the-moment achievement data. Caliber: High School has also identified software programs with track records of success in content delivery, facilitation of student practice, and management of student achievement data to be able to offer students extra opportunities for practice, instant feedback, and a lens for teachers into student work. The software programs Caliber: High School intends to utilize can be found in Appendix A-7. Because of these unique supports, it is our intention that our graduates are self-driven, reflective, and metacognitive about their learning.

Instructional leaders can also review data from major assessments to inform instructional next steps at the school-wide level using data studio reports. These reports provide longitudinal and comparative data from assessment to assessment so that leaders can assess instructional priorities and adjust schoolwide practices as needed. A sample data studio report for a recent MAP administration at Caliber: ChangeMakers can be found in Appendix A-8.

The mark of high-quality instruction will be that students are doing the majority of thinking in the classroom, and that students are pushed to more complex thinking over the course of a lesson, unit, and course. Teachers at Caliber: High School will lean on a variety of instructional strategies, such as scaffolded questioning, investigations, and structured discussion, as well as ensuring that instruction remains in the Zone of Proximal Development ("ZPD"). Classwork should regularly call on students to draw on their long-and short-term memories and other skills to make intellectual leaps. This constructivist approach to concept building is preferable to a didactic approach because we believe that learning is an active process that can be enhanced through social interaction. When a teacher guides a class through open-ended questions, it can encourage social interaction and empathy and support concept development. In addition to the constructivist approach, teaching toward complex thinking and transfer of skills and knowledge will promote student engagement and higher-order thinking. Part of the lesson internalization process for teachers includes the preparation of "back-pocket questions" which support students to access and integrate knowledge to analyze, evaluate, and draw conclusions, as opposed to define or explain. Offering students the opportunity to wrestle with complex problems and revise their conclusions multiple times reinforces persistence and higher-order thinking.

Section A.4.2 With High Expectations for all

High expectations and high support will be present in every learning space at Caliber: High School. When students know that their teacher or advisor believes in them, they are much more likely to achieve. Prospective hires at Caliber: High School will be screened for their belief that every child can achieve. This message must be communicated to students both explicitly and implicitly regularly, and reinforced across learning spaces. The course standards are built around college and career preparatory expectations (Section A.3.3) and graduation requirements assume that all students will be on a path toward college eligibility (Section A.5.1).

Students respond well to explicit reminders that the adults supporting them believe they are capable of rigorous work and high achievement. A study in 2014⁴⁷ demonstrated the impact of explicit reminders about high expectations while providing academic support. Students in high school English classes completed an essay and received critical feedback from their teachers. Fifty percent of students, who were randomly selected, received the critical feedback alongside an extra sentence from their teacher: “I am giving you this feedback because I believe in you.” The rest of the students only received the critical feedback. The students in the group who received this extra sentence alongside the critical feedback earned higher grades a year later. This study demonstrates how influential a student’s understanding of their teacher’s perception of their potential can be in terms of their academic achievement.

Teachers will use instructional techniques in addition to explicit reminders to ensure that students see and understand that expectations for them are high. Teachers will ensure that 100% of students are on task and giving their best effort by relying on techniques like verbal and non-verbal reminders, “being seen seeing,” and narrating engagement until 100% of students are meeting expectations. It is also important for teachers to pay attention to details, especially in the beginning of the year. For example, if the teacher asks for students to revise their written rationale for a solution using a particular vocabulary word, or begin a turn and talk, and a few students do not follow the instruction, the teacher will ask students to try it again or provide a verbal or nonverbal reminder. It is also important that students have plenty of opportunities to meet high expectations. For example, during a class discussion, if a student is either unable to provide an answer or provides an incomplete thought, the teacher may step in and provide a series of scaffolded questions to support the student to a complete response. It is essential in moments like these that students are recognized for their hard work and persistence. By experiencing an adult not moving on to the next student or answering for a student, all students receive the implicit message that everyone is held to high expectations and no one will give up on any student.

Section A.4.3 In a Positive School Culture with Strong Relationships

We know that students are more likely to stay in school and be successful if they feel a strong sense of belonging. A close relationship with an adult on campus only serves to bolster those odds. Our school culture, and specifically, our advisory program, prioritize individualized relationship-building and mentoring.

A school culture rooted in key social and emotional learning skills will be the foundation for academic success. This starts with the teacher-student relationship. This interaction is one of the most important predictors of student academic success. According to the National School Climate Council, “Students who report feeling listened to by teachers, involved in decisions that affect their lives, provided with opportunities to exert autonomy, and accepted by peers are more motivated and perform better in school than those who lack these positive experiences.”⁴⁸

Our aim in building Caliber: High School is to create a high-quality and responsive learning environment that welcomes the full range of diversity in our city, and aims to actively interrupt patterns of academic achievement and belonging by race and class. We lean on the work of Zaretta Hammond to inform the teaching and learning process. According to Hammond, Culturally Responsive Teaching is about

⁴⁷ Cohen, G. L., & Garcia, J. (2014). Educational Theory, Practice, and Policy and the Wisdom of Social Psychology. *Policy Insights from the Behavioral and Brain Sciences*, 1(1), 13-20.

⁴⁸ <https://schoolclimate.org/>

improving instruction by incorporating our knowledge of culturally responsive pedagogy and cutting-edge neuroscience to provide academically rigorous and affirming learning experiences for diverse learners.⁴⁹ The classroom-based processes described in Hammond's book underlie the relationship-building process for teachers and students. When a teacher recognizes that cultural capital that students, and particularly historically underserved students, bring to the classroom, and then reinforces that cultural capital by noticing, naming, and affirming when students use the tools they bring in service of their learning. This process of affirmation will have the effect of improving student belonging, and intrinsic motivation, and therefore improving learning.

Clarity and consistency with expectations and strong relationships among Advisors and students will guide the development of a positive school culture. Advisors are encouraged and supported to develop strong relationships with each of their advisees individually as well as their entire advisory. We see advisory as the launch point for each day in an emotionally safe space. Advisors will utilize the circles structure to build community and check in with each individual student most days. A circle plan will be provided for Advisors; however, they will also be empowered to make what they feel is the best choice for their advisees, based on what could be going on for that group that day. Each circle follows a similar structure: it includes a greeting, a share, an activity, closure, and news and announcements. Please find sample circle plans in Appendix A-9. It is paramount that each student feel like there is an adult on campus who they can count on, and this Advisory structure provides at least one trusted adult for each student. In addition to being a built-in support for each student, the Advisor is also expected to be the main liaison between school and families, ensuring that families are updated on student progress and goals. The Advisor will hold a phone call before the start of each school year to see whether families have any needs before the school year begins, and to go over the student's coursework and teachers for the year. The families and Advisors will also confer at various points throughout the year to discuss academic progress during student-led conferences. The family-advisor relationship will also support the student to feel seen and supported by a united team of adults who care for them.

It is also important to the Caliber: High School team that both the individual and collective successes of the school community are celebrated. An environment of affirmation and celebration will be established across classrooms, where teachers will use techniques like academic narration to elevate the individual or small-group strong academic moves, and use strong examples of student work to celebrate student effort and achievement. In the community meeting space, students will be celebrated with a Student of the Week, which will be selected by grade level teachers each week. Students will also have the opportunity to give one another "shout outs" at the end of each community meeting. The community meeting space will also elevate collective efforts and achievements made by larger groups of students. Some examples of collective successes which will be celebrated at community meeting can include a grade level meeting attendance goals, schoolwide participation in Back to School Night, an Advisory doing a community service and teambuilding activity after school, or a class period's performance on a major assessment. By continually celebrating and reinforcing the community's successes, the school climate at Caliber: High School will reinforce high expectations, a sense of belonging, and joy, which will support student motivation and learning.

Caliber: High School will administer a semi-annual survey of students to assess school culture. The items on the student survey can be found in Appendix A-10.

⁴⁹ Hammond, Zaretta L. 2015. *Culturally Responsive Teaching and the Brain*. Thousand Oaks, CA: Corwin Press.

Section A.4.4 When Students have Agency

Leadership is a key design principle for Caliber: High School because students need opportunities to be able to contribute to the learning environment and make meaningful learning choices.⁵⁰ Students will have opportunities to take on challenges, assume authentic responsibilities, and make real decisions in Advisory, in the classroom, and in their outside-of-school learning opportunities. We believe that when students have transparent and consistent expectations alongside opportunities for autonomy, their motivation will increase, achievement will increase, and their confidence will improve.

As ninth graders, students will learn about the choices they will have in their coursework, college and career preparation, and the associated supports and processes. Transparent expectations and opportunities for autonomy will support students to see their long-term path and identify ways to set shorter-term goals in service of it. When students know the expectations and can exercise autonomy, they are more likely to utilize their creative energy toward learning tasks.⁵¹

Students are supported to make real choices when they define their pathway through high school, and then to and through their postsecondary plans, by consistently revisiting and revising their plans. This process of decision-making and noting changes in preferences over time is intended to support students' sense of self and ability to make choices for themselves in a way that evolves over time, along with promoting self-motivation and lifelong learning. We expect that students' visions for themselves in high school, along with their aspirations for after high school, will not stay static over the course of four years. A Personal Plan for Progress will be the format where students will regularly revisit their aspirations and make concrete and individualized plans towards their personal goals. Throughout the advisory curriculum, students will visit and revisit the four components of a Personal Plan for Progress, as defined by the Smaller Learning Communities program, in an article by Fazekas and Warren.⁵² These four stages loosely correlate with the four grade levels in high school, but the advisory program aims to cycle through these stages at multiple points each year so that students may iterate on their thinking as they progress through high school. The four stages for personal plans for progress are:

- Exploration: Students investigate and reflect on their interests, learning styles, and aptitudes. In this stage, students build self-awareness as they are exposed to different interests, careers, and colleges.
- Dreaming: Students align this self-awareness to concrete opportunities and goals for their lives and careers. They continue to build their awareness of the requisites and steps necessary to attain these goals.
- Planning: Students commit to the steps they need to take in order to arrive at their desired postsecondary destination. This includes selecting their coursework, extracurricular activities, tutoring support, signing up for exams, internship opportunities, and applying for colleges and vocational programs.
- Owning: In each year of high school, this stage looks different. At this stage, students can articulate how they are progressing toward their goal. At Caliber: High School, this will mostly take place in student-led parent-advisor conferences.

⁵⁰ Lynch, JoEllen, and Karen Mahler. 2014. *Positive Youth Development & School Design*. New York: Springpoint

⁵¹ Lynch, JoEllen, and Karen Mahler. 2014. *Positive Youth Development & School Design*. New York: Springpoint

⁵² Fazekas, A., and Warren, C. Building a Pathway to the Future: Maximizing High School Guidance and Advisory Support. US Department of Education, Office of Elementary and Secondary Education.

<https://www2.ed.gov/programs/slcp/finalbuilding.pdf>

Advisors and students will collaborate on Personal Plans for Progress, and they will be presented to families as a part of Student-Led Conferences. The Personal Plan for Progress supports student metacognition, goal-setting, academic behavior building, and student choice, and after four years, will represent a type of “portfolio” demonstrating the evolution of a student’s planning over time.

Students will be able to make choices in their coursework through electives and foreign language, extracurriculars and sports, and in how they choose to meet the community engagement graduation requirements (Section A.5.1).

We believe that learning happens everywhere and at any time, and will support outside-the-classroom learning experiences. The community engagement graduation requirement is in place to support students to identify a way to engage with a real-world application of an interest that resonates so that they can pursue the knowledge and skills that matter deeply to them. Students may satisfy the community engagement requirement in any of their four years, and are encouraged to participate in multiple community engagement activities which might satisfy the requirement. Activities satisfying the community engagement requirement are learning opportunities outside the traditional school coursework where a student has the opportunity to observe or participate in a learning activity aligned with their interests. Examples of students meeting a community engagement requirement include:

- A job shadow at Lawrence Laboratory
- Volunteering at the Vallejo Project to put on an event for elementary students
- Community Service
- Participating in a summer program or pre-collegiate program
- Taking a college-level course at a community college

By supporting students to explore their authentic interests and passions, Caliber: High School helps to open up new career options and build self-concept. Students will have met the community engagement graduation requirement when they have submitted a proposal to their Advisor, participated in the activity, and completed a reflection. A student facing overview of the community engagement graduation requirement can be found in Appendix A-11. Advisors will track completion of the community graduation requirement in conjunction with the College and Career Counselors.

Finally, we recognize that extracurricular activities and sports support students in developing their interests and passions. Involvement in clubs and sports can also enhance a student’s college application. The Assistant Principal of SEL and Culture will manage student-run clubs beginning in Year 2, and the Athletic Director will build a program so that students can participate in sports.

Section A.4.5 Alongside Explicit Instruction in Key Non-cognitive Skills

Students’ long-term success and learning is also tied to key non-cognitive factors, like academic behaviors, academic perseverance, academic mindsets, learning strategies, and social skills. These skills form the basis for personal leadership at Caliber: High School and will be prioritized in advisory discussions, student-led conferences, and within the content classroom. The University of Chicago’s Consortium on School Research has demonstrated that these non-cognitive factors have a significant impact on student learning.⁵³ When adults develop an environment where students believe their work is

⁵³ <https://consortium.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitive-factors-shaping-school>

meaningful and that they are supported, students are more likely to grow in these non-cognitive skills that lead to college and career persistence.

For example, academic tenacity, or the ability to stick with something challenging or switch up strategies when hitting roadblocks, will be supported through metacognitive reflection after challenging activities. For example, after a Biology experiment where students needed to synthesize multiple data points to draw a conclusion, students will reflect on the moments where they hit a roadblock and the strategies and self-talk they used to continue. Teachers will also explicitly name helpful self-talk, and use instructional strategies to boost metacognition to support strong choices of academic strategies.

Academic mindsets, like believing you belong in a rigorous academic environment and you can achieve, will be supported through high expectations and high support, as described in Element A.4.2. The ability to cooperate, empathize, and cooperate with others is supported through Caliber's Social-Emotional Learning lessons in Advisory, and the Social-Emotional Learning indicators across school culture, as described in Appendix A-2. Each of these elements in tandem support the goals of building self-motivated, lifelong learners.

Section A.4.6 With a Reflective and Continuous Learning Mindset for Students and Teachers

As a school we honor the learning that takes place for students and adults on our campus. We want to inspire a love for learning so that our students and staff are life-long learners. We wish to model that we never “arrive” as experts but are continuously learning, refining and developing.

Continuous Learning for Students

We believe that student data about achievement can be valuable for planning and re-teaching. It can also be a helpful tool for supporting students with self-efficacy and advocacy. For students to be able to set SMART (specific, measurable, attainable, relevant, time-based) goals for their achievement, they, too, need regular feedback about their progress. Precise and actionable feedback in the classroom can support student self-efficacy and confidence, which promote continuous learning. The way that students receive feedback can have a tremendous impact on how they learn and see themselves as learners.

Building self-efficacy underlies a lot of systems and structures at Caliber: High School. Public recognition in community meetings, the classroom, and advisory helps students see the link between their actions or strategies and outcomes. For example, using academic narration in the classroom (e.g, “I see [student] summarizing the longer paragraphs in the margin; that’s a great way to track our understanding.”) helps students to see their success, in addition to supporting moving the classroom along. Students with a strong sense of self-efficacy are more likely to challenge themselves and be intrinsically motivated.

Wise feedback is targeted feedback that conveys high expectations, an authentic belief by the teacher that the expectations can be met by students, and concrete information to help a student meet those expectations.⁵⁴ Caliber: High School teachers will use every opportunity to provide concrete and actionable feedback and all feedback must be accompanied by a reminder that the feedback is a signal that students can meet high expectations.

⁵⁴ Find examples of wise feedback here: https://www.interventioncentral.org/student_motivation_wise_feedback

Concrete feedback is much more powerful than general feedback because it aims to reinforce and teach. If a student does good work, for example, a teacher could let the student know that they did a great job and worked very hard. On the other hand, a teacher providing wise feedback might instead say that they noticed that the student utilized a number of strategies when the assignment got tough, and it got them to draw a very powerful conclusion about a character. Wise feedback promotes trust and belonging, and provides students with academic reinforcement for effective strategies.

Explicitly teaching and reinforcing a growth mindset can also support students' academic tenacity. Growth mindset does not mean simply praising effort; it also means praising students for the process they engage in.⁵⁵ When students change a strategy or demonstrate perseverance, they should be recognized for this to support the link between their choices and behaviors and the outcome.

The Personal Plan for Progress, described in Element A.4.4, is an embodiment of our belief in continuous learning for students. As they grow in self-efficacy and growth mindsets, these reflections on their postsecondary aspirations will grow and evolve, just as we expect their careers and lives to grow and evolve long after they graduate.

We expect our teachers to model that learning is a continuous process. Our teachers will model this most broadly through the consistent refinement of their pedagogical practices to increase student achievement, and sharing the "why" with students so they can see and understand how continuous learning comes into play for adults as well.

Continuous Learning for Teachers and Staff

Supportive leadership and professional development are key factors in teachers' decisions to stay at a school site in the long-term.⁵⁶ For this reason, continuous learning for adults is not only a priority for professional development, but it is a priority for talent retention. As a result, the leadership team will invest in hiring quality teachers and working closely with them to ensure their success.

Teachers are supported to hold a mindset of continuous learning through Caliber: High School's various professional development activities and coaching. Excellent teachers are not born, but rather made through high expectations, affirmation, validation, and support.

Data-driven decision making underpins a lot of the professional development and adult learning at Caliber: High School. We will be relentless in its pursuit of measurable student outcomes for all subpopulations of students. For this reason, being able to access regular and accurate information regarding student learning will be a top priority for our school leadership team. Instructional Coaches and school administrators will regularly review student achievement data to plan for family communication, professional development planning, and other interventions throughout the school year.

The data sources we will use to inform our instructional practice and school-wide operations are described in Element C.

⁵⁵ Dweck, C. S. (2008). *Mindset*. Ballantine Books.

⁵⁶ Bill and Melinda Gates Foundation. College-Ready Education. *40,000 Teachers Give Their Views on Education Reform in "Primary Sources: America's Teachers on America's Schools"* GatesFoundation.org. 2013. Web.

Professional Development

Professional Development will provide the basis for staff culture of continuous learning. The professional development plan can be found in Appendix A-12.

The guiding principles for weekly professional development at Caliber: High School is as follows:

1. A Focus on Results: Data- driven Instruction is essential to our instructional practices: All Instructional Professional Development topics will be chosen based on school-wide data trends.
2. A Culture of Collaboration: The powerful collaboration of grade-level and department content teams will drive the school improvement process by allowing deeper understanding of common core state standards, pre-requisite skills and allow for timely intervention.
3. Walking our SEL Talk: The expectation at Caliber: High School is that all adults continue their learning and growth in the five CASEL competencies, just as we expect our students to. For this reason, we offer opportunities in weekly professional development for circles and research and learning about SEL.

A sample of activities in professional development that align to these guiding principles are:

- Lesson internalization - identifying complexities and prepare in advance for student misconceptions
- Data Review from a major assessment using a data protocol and planning wise feedback opportunities in Departments
- Vertical alignment of skills from 9th-12th grade in Department Teams
- Improving SEL and student engagement practices to enhance learning
- Continuously deconstruct standards for deep understanding

Instructional Coaching

In addition to regular professional development and planning support, Caliber: High School will utilize a number of data analysis protocols in coaching meetings to support teachers to respond to student achievement data in subsequent instruction. These protocols are used with data from daily exit tickets to major assessments so that teachers can delve deeply into their classes' student achievement data, identify misconceptions, the root causes of those misconceptions, and create re-teaching plans. Teachers will look closely at their instruction in relation to student outcomes, and select an instructional area of focus on this basis for future units. Data review protocols can be found in Appendix A-21. By allocating time and space for teachers to closely explore and respond to student data, we seek to build our teachers' knowledge, skills, and habits regarding analysis of data, such that these practices become deeply rooted in our culture.

Each teacher will have a teacher coach, who is an instructional leader on campus. They will meet weekly or biweekly, depending on their experience and need for 1:1 meeting support, and will be observed and receive feedback at least weekly from their instructional leader. Classroom observations allow for direct and meaningful feedback about teacher practice. The Instructional leader responsible for coaching a teacher will decide the appropriate observation focus in accordance with the teacher's focus areas for development as identified in the Teaching Excellence Rubric. Caliber Public Schools utilizes the TNTP Core Teaching Rubric⁵⁷ and the Caliber Public Schools Equity Rubric (Appendix A-18) as observation tools.

⁵⁷ https://tntp.org/assets/documents/TNTP_Core_Teaching_Rubric_2017-18.pdf

In addition to regular classroom observation and feedback, teachers will receive at least one coaching meeting every week where the teacher and their coach will review observation feedback and develop goals for instructional practice, review student work and achievement data, and collaboratively plan for re-teaching and differentiation. A sample coaching agenda can be found in Appendix A-6.

Section A.5 Graduation Requirements and Course Offerings

Graduation requirements reflect the values and structure of Caliber: High School. They are designed to ensure that all students meet the admissions requirements and are academically prepared for competitive, four-year colleges and universities. Caliber: High School's graduation requirements adhere to all state requirements and require that all students meet A-G requirements for admission to schools in the University of California and California State University systems. Students must earn a grade of "C" or higher to earn credit for a course, or "credit" where applicable.

Section A.5.1 Graduation Requirements

A summary of the Caliber: High School graduation requirements can be found below. The Caliber: High School graduation requirements are designed to meet or exceed the California state requirements and UC/CSU eligibility requirements.

Summary Table: Graduation Requirements

SUBJECT	CA STATE HS GRADUATION REQUIREMENTS	UNIVERSITY OF CALIFORNIA A-G	Caliber: High School Requirements
English	3 years	4 years	4 years
Math	2 years, incl. Algebra I	3 years, including Algebra I, II, Geometry	4 years
Science	2 years, incl. Biology & Physics	2 years (3 recommended)	3 years
History and Social Studies	3 years: World History, US History, Gov/Econ	2 years (3 recommended)	3 years
Foreign Language	1 year of FL, Visual/Performing Arts, or CTE	2 years of same language (3 recommended)	2 years of same language
Visual and Performing Arts	1 year of FL, Visual/Performing Arts, or CTE	1 Year (must be dance, drama, music, or visual)	1 year of visual or performing arts
College Prep Electives	NA	1 year	1 year
Other	NA	NA	Community Engagement

Some students will be students with special needs that may interfere with their ability to successfully complete all graduation requirements. A student identified as having a disability who has an Individualized Education Program (“IEP”) that indicates that the student cannot reasonably be expected to meet the Caliber: High School graduation requirements due to an identified disability may have requirements waived by the IEP team.

Section A.5.2 Transfer Students and Transferability of Courses

Transfer students will be provided the opportunity to access the Caliber: High School academic program and fulfill graduation requirements. Course credit earned at other high schools by transferring students will be recognized and accepted by Caliber: High School as fulfilling the graduation and A-G course requirements where applicable.

In the event that a student leaves Caliber: High School prior to graduation, courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. College counselors will also work closely with students and families to ensure that they are aware of requirements and where each student stands in relation to those requirements.

Parents will receive notification of offered courses and graduation requirements at the Charter School, along with information about the transferability of credits and A-G approved coursework between Caliber: High School and other public high schools. This information will be a part of the Caliber: High School Family Handbook⁵⁸ provided to students upon enrollment and at the start of each school year.

Section A.5.3 Planned High School Course Offerings

To achieve our mission and ensure that students can thrive in the college and/or career of their choice, we have planned for the following course offerings. This course list is consistent with best practices of strong schools and A-G requirements, in concert with feedback received from community members and parents. Caliber: High School will meet all legal requirements for course offerings at set forth by applicable California law.

Department	Course	Grades Offered	Grading	Course Credits	A-G
English	English I	9	A-F	10	“B”: 4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD, which cannot be completed during the senior year for UC admission).
	English II	10	A-F	10	
	English III or AP English Language & Composition	11	A-F	10	

⁵⁸ The Caliber: ChangeMakers Family Handbook is included in Appendix A-20. This handbook will be expanded and updated with high school-specific requirements prior to opening and the Charter School will make the handbook available to the District at least 30 days before opening.

	English IV or AP English Literature and Composition	12	A-F	10	
	Reading	9-12	A-F	10	
	ELD	9-12	A-F	10	
Math	Pre-Algebra	9	A-F	10	"C" - 3 years of mathematics (Algebra I and II, Geometry) (4 years recommended).
	Algebra I	9	A-F	10	
	Algebra II	9/10	A-F	10	
	Geometry	10/11	A-F	10	
	Pre-Calculus	11/12	A-F	10	
	AP Calculus	11/12	A-F	10	
	Probability & Statistics or AP Statistics	11/12	A-F	10	
Social Sciences	World History or AP World History	10	A-F	10	"B": 2 years of history/social science, including one year of U.S. History or one semester of U.S. History and one semester of American Government, and 1 year of history/social science from either the "a" or "g" subject area (CSU)/ 1 year of World History, Cultures, and Geography (including European History) from the "a" subject area.
	US History or AP US History	11	A-F	10	
	US Government & Economics or AP Government & Politics	12	A-F	10	
	Ethnic Studies	11/12	A-F	10	
Laboratory Science	Biology	9	A-F	10	"D": 2 years of laboratory science with at least 1 year of physical science and 1 year of biological science (one from the "d" subject area and the other from "d" or "g" (CSU)/ at least two of the three foundational subjects of biology, chemistry,
	Chemistry	10/11	A-F	10	
	Physics	10/11	A-F	10	
	AP Biology/AP Chemistry/	11/12	A-F	10	

	AP Physics C				and physics (3 years recommended) (from the “d” subject area) (UC).
	Computer Science or AP Computer Science	11/12	A-F	10	
Foreign Language	Spanish I for Non-Spanish Speakers	9/10	A-F	10	“E”: 2 years (or equivalent of the 2nd level high school course) of language other than English (3 years recommended for UC).
	Spanish II for Non-Spanish Speakers	10/11	A-F	10	
	Spanish 1 for Spanish Speakers	9/10	A-F	10	
	AP Spanish Language and Culture	9-12	A-F	10	
	Mandarin I	9-12	A-F	10	
	Mandarin II	9-12	A-F	10	
Arts	Visual and Digital Arts	9-12	A-F	10	“F”: 1 year, chosen from: dance, interdisciplinary arts, music, theater, or visual arts.
	Drama	9-12	A-F	10	
College-Prep Electives	College Seminar	12	A-F	10	“G”: 1 year of an elective from any area on approved “a-g” course list.
	Computer Science/AP Computer Science	11/12	A-F	10	
	Ethnic Studies	11/12	A-F	10	
	Advanced Science Course	11/12	A-F	10	
	Advanced Math Course	11/12	A-F	10	

	Advanced Social Studies Course				
	Other Arts Course	10-12	A-F	10	
	Other Foreign Language	11/12	A-F	10	
Advisory	Advisory I	9	Credit/ No Credit	5	
	Advisory II	10	Credit/ No Credit	5	
	Advisory III	11	Credit/ No Credit	5	
	Advisory IV	12	Credit/ No Credit	5	

Section A.5.4 Daily Schedule

The daily schedule at Caliber: High School is designed to accommodate college preparatory course requirements. Our high school calendar and schedule ensures that Caliber: High School will exceed the California minimum requirements of 180 instructional days, as well as the required annual instructional minutes for high school.

The most common daily schedule for students will consist of a Math, Science, English, Social Studies, Art, and Foreign Language course. Ninth graders will take a double block of English I, and therefore will have English every day. The schedule also accommodates a variety of remediation and elective options, like ELD, Pre-Algebra, Computer Science, or Advanced Math and Science. Students are grouped into five cohorts in this six-period model.

Figure: Daily Bell Schedule

Block Day (even or odd) 100 min blocks 400 instructional minutes		Anchor Days: 55 min blocks 385 instructional minutes	
7:30 - 8:30	Doors Open / Breakfast	7:30 - 8:30	Doors Open / Breakfast
8:30 - 9:00	Advisory / Community Meeting	8:30- 9:00	Advisory / Community Meeting
9:00-9:05	Passing	9:00-9:05	Passing
9:05 - 10:45	Period 1 or 2	9:05- 10:00	Period 1
10:45 - 10:55	Passing	10:00- 10:05	Passing
10:55 -12:30	Period 3 or 4	10:05 - 11:00	Period 2
12:35- 1:10	Lunch	11:00- 11:05	Passing
1:10-2:00	Acceleration/ Intervention	11:05 - 12pm	Period 3
2:00 - 2:05	Passing	12:05 -12:40	Lunch
2:05 - 3:45	Period 5 or 6	12:40 - 1:35	Period 4
		1:35- 1:40	Passing
		1:40 - 2:35	Period 5
		2:35 - 2:40	Passing
		2:40 - 3:30	Period 6

Each day includes time for community building, college and career exploration, and remediation or acceleration. The consistency in this schedule allows for advisors to build deep relationships with their cohorts as they connect each morning. A sample 9th grade schedule can be found below.

Figure: Sample 9th grade schedule: Monday (all periods schedule)

Anchor Schedule	Monday: all periods, no intervention/acceleration block
7:30 - 8:30	Breakfast
8:30- 9:00	Advisory
9:00-9:05	Passing
9:05- 10:00	Algebra I (Period 1)
10:00- 10:05	Passing
10:05 - 11:00	Biology (Period 2)
11:00- 11:05	Passing
11:05 - 12pm	Visual Art (Period 3)
12:00 -12:35	Lunch
12:35 - 1:30	Spanish I (Period 4)
1:30- 1:35	Passing
1:35 - 2:30	English I (Period 5)
2:30 - 2:35	Passing
2:35 - 3:30	English I (Period 6)

Figure: Sample 9th grade schedule: Tuesday-Friday block

Block Schedule	Tuesday: 1, 3, 5	Wednesday: 2, 4, 6	Thursday: 1, 3, 5	Friday: 2, 4, 6
7:30 - 8:30	Breakfast	Breakfast	Breakfast	Breakfast
8:30 - 9:00	Advisory	Community Meeting	Advisory	Advisory
9:00-9:05	Passing	Passing	Passing	Passing
9:05 - 10:45	Algebra I	Biology	Algebra I	Biology
10:45 - 10:55	Passing	Passing	Passing	Passing
10:55 -12:35	Visual Art	Spanish I	Visual Art	Spanish I
12:35- 1:10	Lunch	Lunch	Lunch	Lunch
1:10-2:00	Intervention Cycle (6 weeks): Math Support	Intervention Cycle (6 weeks): Math Support	Intervention Cycle (6 weeks): Math Support	Intervention Cycle (6 weeks): Math Support
2:00 - 2:05	Passing	Passing	Passing	Passing
2:05 - 3:45	English I	English I	English I	English I

The Acceleration/ Intervention Block is intended to rotate every six weeks based on student data. The Lead Interventionist will be responsible for scheduling students for small-group instruction in the younger grades. The Acceleration/Intervention Block may also be used to support student-run clubs or school-wide activities. As students matriculate into the upper grades, they will be able to exercise more autonomy over their acceleration/intervention blocks by selecting the course they need additional support with or the enrichment activity they would like for each six-week period.

Section A.5.5 Instructional Minutes

Caliber: High School will meet all State requirements for instructional days and instructional minutes. A draft of the 2022-23 school calendar demonstrating this can be found in Appendix A-13.

Section A.5.6 Grades and Grading

Caliber: High School will use a mastery-based grading approach. In this grading system, teachers organize their gradebook by mastery strands, which encompass knowledge and skills students must master in their respective courses. Assessments or assessment item clusters are then linked to each knowledge/skill strand.

Teachers are able to adjust the weight of mastery strands in each unit of their course to ensure students' grades reflect students' mastery of the most important knowledge and skills encompassed in their courses.

Through its transparent representation of student data, mastery-based grading empowers teachers to communicate clearly the precise knowledge and skills students are expected to master in each course. This format also enables clearer communication to parents, as grade reports show which content students are grasping and where they may need more support. Using this information, teachers, in partnership with students and parents, can develop plans to support students towards content mastery.

Students who earn lower than a "C" in a course shall earn an F, and will be required to re-take the course in Summer Academy or in the following school year. A student may take no more than two failed courses in Summer Academy. If a student fails more than two courses in a year, the Student Support Team ("SST") shall develop next steps for credit remediation (see Section A.9.2).

Section A.5.7 Accreditation

Caliber High School will apply for and receive accreditation by the Western Association of Schools and Colleges ("WASC"). The review process by WASC will commence no later than our third year of operation to ensure full accreditation prior to the high school graduation of our inaugural class. The School Leader will be responsible for the WASC accreditation process.

Section A.6: Social-Emotional Learning

Learning is a social and emotional process. In order for students to be their best selves and reach their fullest potential they must feel like they belong in a school community and that they matter to the adults in the building. We place social-emotional learning at the same level as academic preparation, because we believe that there is no separating personal and academic success and also because they truly galvanize one another. Students at Caliber: High School will demonstrate leadership through academic preparedness alongside the five competencies of social-emotional learning as outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL).⁵⁹ These five competencies address broad, interrelated areas of development that are taught and applied at various developmental stages and across cultural contexts.

Each of the five competencies come together to form the basis for social and emotional learning, and can live in multiple contexts. The competencies are described as follows:

⁵⁹ <https://casel.org/sel-framework/>

- Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations.
- Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Caliber: High School program elevates these five competencies and infuses them throughout the school. For example, self-awareness can be broken down into five sub-skills which can be taught, spiraled, and reviewed in class, as well as built into schoolwide systems and routines.

Self-awareness, as an example, is broken down into the following five subskills:

- 1A. Students demonstrate an awareness of their emotions.
- 1B. Students demonstrate an awareness of their personal qualities and interests.
- 1C. Students demonstrate an awareness of their strengths and limitations.
- 1D. Students have a sense of personal responsibility and advocacy.
- 1E. Students can identify external and community resources and supports.

The following table illustrates examples of students exhibiting these subskills (indicators) and example strategies (via classroom instruction, school culture setting, and schoolwide routines) which can support growth in the five subskills:

Figure: Indicators and Example Strategies to Support Self- Awareness

Indicators	Example Strategies
<ul style="list-style-type: none"> -Describes an event or thought that triggered an emotion -Recognizes how positive and negative emotions affect others -Acknowledges an emotion and determines appropriate time and place to process it -Understands the effect of self-talk on emotions -Utilizes interests in planning and decision-making -Demonstrates confidence based on an accurate self- assessment of strengths -Demonstrates an ability to take responsibility for one's choices -Understands one's locus of control -Advocates for themselves when they have a need 	<ul style="list-style-type: none"> -Ask students to use gratitude journals to acknowledge positive emotions -Model and provide examples of positive self-talk when a task gets difficult -When mediating two students in conflict, ask students to pause and share "I feel...because..." statements -In a community meeting, have students role-play different responses to potentially different events -Hold an advisory circle where students share their favorite qualities about themselves -Support students to consider personal interests in developing their Personal Plans for Progress (Section A.4.4) -Have students research career and job interests

-Identifies organizations in the community that provide opportunities to develop their interests and talents	-Identify opportunities to meet community engagement graduation requirement with Advisor and College Counselor
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Appendix A-2 includes an overview of each competency and example strategies for each.

Caliber: High School leadership will support teachers to in turn support students' social emotional learning as part of the Multi-Tiered System of Supports ("MTSS") process. The following represents a subset of the MTSS process devoted to SEL support. The complete MTSS Playbook can be found in Appendix A-14.

In Tier I:

- Health promotion and prevention-oriented social and emotional learning curriculum for all students.
- Students develop values and social emotional competencies through intentional teaching and instruction.
- Curriculum-embedded social-emotional learning
- Community building practices through community circles with all students
- Community meetings and assemblies to support SEL schoolwide
- Regular family communication regarding achievement and personal goals
- Implicit bias, diversity, and stereotype threat training for all staff to create a culture of belonging

In: Tier II:

- Comprehensive early indication system that includes academic and non-academic domains
- Trauma-informed and responsive practices
- Restorative, collaborative, culture and healing informed intervention strategies
- Small group lessons
- Progress monitoring

In Tier III:

- Targeted, restorative, wraparound strategies, with family and community as partners
- Comprehensive individualized success plan
- On campus mental health counseling by school-based clinicians
- Connections to external resource providers

The same core components that drive MTSS for core curriculum and academic progress drive SEL programming at Caliber: High School. Universal Screening, via the Devereux Student Strengths Assessment ("DESSA") for individual students and SEL indicators assessment via school walkthroughs, provide the basis for identifying school-wide trends and students who need additional support. Depending on the trends observed via universal screening, Caliber: High School may tailor professional development to improve Tier I instruction, and/or refer students to Tier II.

Caliber: High School will utilize multiple approaches to infuse opportunities to develop social and emotional competence. These include an infusion of SEL into teaching practices and academic curricula across all content area classrooms, developing school policies and organizational structures that support students' social and emotional development, and teaching SEL skills in free-standing lessons, such as

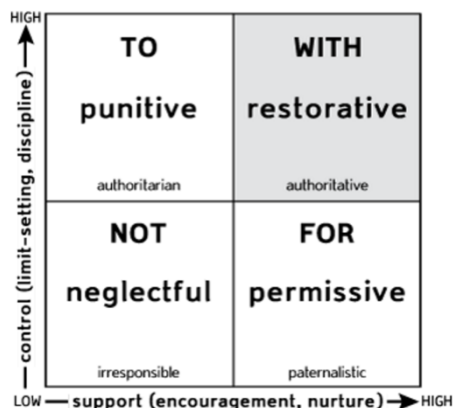
advisory. We believe that by infusing our SEL programming throughout school systems and various activities at the Charter School, we will be able to maintain a consistent and positive school culture. An overview of SEL indicators and examples of ways we will embed them in instruction can be found in Appendix A-2.

The on-site clinical team, comprised of an SEL Lead and three SEL support clinicians, will support the SEL practices by providing 1:1 and group mental health services to a caseload of students and consulting with teachers on building student relationships and problem-solving student supports and interventions. They will also be able to support Tier I services in consultation with teachers and advisors. The description for the SEL Lead and SEL Support clinician roles can be found in Element E.

Section A.6.1 Restorative Practices

Restorative practices complement the focus on SEL. Through restorative practices, Caliber: High School students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At Caliber: High School, we will recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We will hold students accountable to high expectations and provide a high level of support for our students to grow. As illustrated in the figure below, restorative practices emphasize doing something alongside someone, versus “to” or “for” them.

Figure. Restorative Practices



Logical consequences and restorative practices

Consequences for misbehavior must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a student is talking at an inappropriate time during a lesson, a teacher might use a restorative lens and at first stop to ask the student why it is important that she or he does not talk during the lesson. As the student explains the importance of being on task, they understand the impact of their choices. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing her or his reflection with classmates. If a seriously harmful decision (e.g., hurting a teammate, repeated teasing) has been made, the teacher or School Leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, sports coaches, and more, depending on the circumstance and impact.

Staff members at Caliber: High School will use restorative chats to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Ladder of Response

Teachers will use a number of strategies to ensure all students are learning from mistakes and repairing harm they've made, remembering that the goal is to restore relationships. Teachers will know that there are many ways to respond and that it is important to match the response to the individual student and situation.

Section A.6.2 The Importance of Relationships

Through our use of community circles, and through lessons that foster social emotional as well as academic growth, Caliber: High School students will develop strong connections, a strong accountability to one another, and empathy for how others feel in situations. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a challenge she or he is having, or engage in self-reflection. Relationships are at the core of this approach.

We will teach Caliber: High School staff to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role.

Therefore, the Caliber: High School community will:

- Hold all members of the school community to high and realistic expectations
- Foster strong relationships among all members of the school community
- Recognize that individuals will make mistakes, and that each day is a new one
- Plan precise directions for each activity and transition to create safe, predictable and productive learning spaces
- Use reminding, redirecting and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talk about and model appropriate behavior
- Provide consequences that are clear, logical, restorative and firm
- See and discuss students as individuals
- Restore students to the learning community by teaching pro-social skills and building on individual strengths

Section A.7: Leadership

Leadership is a core design principle for Caliber: High School because we believe that strong social-emotional learning, coupled with excellent academic preparation, results in the type of flexibility, adaptability, self-knowledge, and resilience needed in order to address our world's challenges today.

To be successful in college and career, and to lead fulfilling lives of choice, students of today need to build habits of personal leadership. Students at Caliber: High School will recognize that their words and actions have an impact on those around them and will seek to maximize their positive impact. There is a growing body of research demonstrating that student academic and personal habits can be more predictive of college persistence than more traditional measurements of preparedness like IQ.⁶⁰ This research underpins much of the leadership design element. Students at Caliber High School will demonstrate leadership through input into how learning happens and school systems, in reflection on academic skills and habits, and by participating in leadership and learning experiences outside of school.

The ACT Pillar takes on a more sophisticated meaning at the high school level for Caliber students. We aim to foster an environment where future leaders have the opportunities to reflect upon who they are and the impact they want to have in the world. Graduates from Caliber: High School will understand and be able to respond to the ways that race, gender, class, and other identity markers intersect to impact American society. Graduates will understand the issues they care deeply about and will have the tools and contextual knowledge to navigate systems of power to make positive impacts on their own lives and within their communities. Students will be able to identify systems of oppression, how they manifest as societal inequities and critically reflect on solutions.

Section A.7.1 Student Leadership

Students at Caliber High School will demonstrate leadership through input into how learning happens and school systems, in reflection on academic skills and habits, and by participating in leadership and learning experiences outside of school.

Student Voice

Students have a wealth of experience and knowledge that can help Caliber: High School classrooms be more responsive and effective. Elevating student voice is an excellent way to nurture leadership for students and improve the Caliber: High School. The following represents examples of activities along a continuum of student voice.

Students and teachers may move back and forth through this continuum depending on needs for the classroom space, with spaces moving over time toward empowerment by the 12th grade. The table below shows definitions of each level of student voice along the continuum and examples of how they might present at Caliber: High School.

⁶⁰ Duckworth, Angela, and Martin Seligman. "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents." *Psychological Science* 16.12 (2005): 939-44. Web.

Figure. Student Voice Continuum

	Inclusion	Integration	Transformation	Empowerment
Definition	Adult-centered spaces that invite student feedback; adults are final arbiters over whether feedback is implemented	Adult-centered spaces inviting student choice and input that is used to materially adjust practice.	Adults and students share ownership of space and work collaboratively in service of learning	Students drive learning and community practices and procedures
Examples	<p>A 9th grade teacher asks for student suggestions on classroom norms, and the teacher makes the decision about the final list of norms.</p> <p>Formative assessment strategies are used during instruction to elicit feedback from students and assess student learning.</p> <p>Students provide feedback via surveys.</p>	<p>Teachers offer students a variety of ways to make contributions (orally, in writing, small groups, whole class, etc)</p> <p>Results from formative assessments are shared with students</p> <p>Students have a choice on which historical theme to study for their research essay</p>	<p>Teachers actively draw on student leadership to advance the curricular goals of the class (including peer coaching and peer assessment).</p> <p>Teachers facilitate student access toward community resources.</p> <p>Students co-construct course content. All students feel confident sharing their opinions in multi-generational environments.</p> <p>Students can see how their feedback changes the trajectory of the course. Student prior knowledge and backgrounds are a source of expertise in matters of classroom decision-making by the teacher.</p>	<p>Students seek out community resources and suggest additions to school services, vendors, policies, and procedures.</p> <p>Students research course offerings and identify electives choices</p> <p>Students take responsibility for the learning of the community as a whole and actively seek out opportunities to assist peers outside the classroom environment.</p> <p>Students take responsibility for their own learning, and as a result, monitor progress and actively look to change the environment</p> <p>Student- planned and student-executed community meetings</p>

Personal Leadership

The advisor-student relationship promotes academic and personal habits reflection. In student-led conferences, students will present their academic progress via grades, as well as the key academic habits and skills they have grown in. Students will also learn about, practice, and reflect upon on the non-cognitive skills essential for success, like academic tenacity, self-regulation, time management, self-efficacy, and self-advocacy. While advisory is the most natural setting for reflections like these, teachers will also incorporate opportunities for reflection and instruction on these skills. Students will be celebrated for their growth in these areas via individual appreciations and public recognition in community meetings. We believe that growth in these areas forms the basis for personal leadership and a sense of confidence for students.

Students can also exercise personal and social leadership through the student-led clubs program. Students will be able to form a lunch or after-school club based on common interest by assembling a founding team, finding an adult advisor, and preparing a proposal with the Assistant Principal of SEL and Culture. An extracurricular clubs program defined mostly by students is an expression of the type of student voice and leadership we look to cultivate.

Learning opportunities outside of school

We do not expect our students to simply reflect on issues of inequity and identity; we aspire to hold a space for students to act. The community engagement graduation requirement is one way where we encourage students to find real-world connections to their aspirations and identity and find ways to apply their skills in the real world.

Students deserve multiple opportunities to learn about different career paths and solutions to community challenges in and out of school. Job shadows, internships, and field trips will give students a chance to visualize their futures and make connections back to the type of learning they would like to do in school to support those visions. Personal Plans for Progress form a foundation for students to continually come back to their personal visions as they experience more out-of-school learning opportunities, and promote self-motivated, lifelong learning.

Section A.7.2 ACT Pillar Across the Core Curriculum

Teachers will be incorporating elements of the ACT pillar into their curricula through real-world connections, action research, and personal reflection. We also know that when students participate in active learning tied to real-world contexts and are asked to employ higher-order thinking, they are more likely to attain higher academic achievement.⁶¹ Across the academic program, students will have the opportunity to engage in high-quality academic discussion, writing, and problem solving in ways that support their critical consciousness and reflections on the role they'd like to play in our society's future.

English

Students will live out the ACT pillar in English classes in both the “what” of instruction and the “how”. The text selections for Fishtank Learning, the selection for English curriculum for grades 9-11, represent the ideas, authors, themes, and characters we want our students to learn. According to Ebony Moses, the Curriculum Director for Fishtank ELA, the curriculum “makes what is invisible in literature—black, brown Asian, and indigenous characters, authors, and perspectives—visible... [the curriculum] pay[s]

⁶¹ Darling-Hammond, Linda. *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York, NY: Teachers College, 2010. Print. p. 69

particular attention to people, cultures, voices, and perspectives that are typically neglected and absent from the traditional literary canon while coupling them with texts from the canon.”⁶² This attention to authors, characters, and issues which have been historically left out from the traditional literary canon, and more accurately reflect the demographic makeup of our prospective students, is what will support our students in ELA to be able to see their own identities in literature while also giving them opportunities to gain empathy for the identities of others. The implementation of the standards, or the “how,” of English, also supports our goals around the ACT pillar for Caliber: High School students. The English and Social Sciences coursework at Caliber: High School will be based on text analysis, extended writing, and discussion. Students will have the opportunity to analyze text and defend arguments using sources with multiple perspectives, and regular opportunities to apply conclusions to current events and their own experiences.

Mathematics

The Math department’s work on developing culturally responsive classrooms will support students’ abilities to make powerful connections between the concepts they learn in Math and the real world. In the math classroom, we can see academic rigor and cultural competency intersect with medium-term projects involving authentic data sets relating to high-interest topics in the realms of sociology, the economy, politics, and public health. Efforts to develop academic language and narrative capacity via discussion and writing in the math classroom will support classroom discussions where students will defend a conclusion they’ve made or rationalize an understanding of a concept.

History and Social Sciences

In a similar manner to the departmental approach to English instruction, the content in history and social sciences courses, as well as how students are supported to draw historical conclusions and develop opinions, are valued in equal measure. At Caliber: High School history and social sciences teachers will rely most heavily on primary source text as a means of content delivery and skills-building. Because history and social sciences teachers are also instructors of literacy, students will be deeply engaged in the process of meaning-making and skills-building regularly. Primary texts provide raw evidence without the interpretation of a history scholar and encourage higher-order thinking.⁶³ They also offer the instructor an opportunity to center the narratives of people who less frequently are given the platform to tell history. When students have the opportunity to ask questions, make intelligent inferences, and develop their own explanations for historical events, they are building their capacity to be able to engage in critical thought in the real world, which is a foundation for the ACT Pillar. A variety of instruction tools and approaches will be employed to encourage students to build empathy and develop rich and substantiated arguments which can be tailored for a variety of audiences and contexts. Activities like the Rogerian argument, for example, which supports argumentative reasoning, empathy-building, and consensus-finding, support students in the ever-essential activity of perspectives-taking while examining history, literature, and, non-fiction text. History and Social Sciences courses also offer a platform for students to learn from leaders of the past and present who also interrogated systems of power and moved humanity toward a more joyous and liberated space. Students will participate in traditional historical research as well as action research to experiment with different means of leadership and creating change.

⁶² <https://www.fishtanklearning.org/blog/new-vision-high-school-ela/>

⁶³ https://britannica.es/docs/Documents/PrimarySrcs_WhitePaper.pdf

Science

There are many applications in the Science department to power, politics, and identity. In Biological Science, students will study the impacts of climate change, along with its impact on the physical landscape and ecology of the Bay Area, on the city of Vallejo and the State of California. In Chemistry, students will be able to apply their learning about water composition on public health and safety. Active attention will be paid to literacy and discussion in Science courses, which will provide a platform for students to be able to advocate and communicate their learning to a variety of audiences.

Foreign Language

Students at Caliber: High School will have the choice between taking Spanish and Mandarin. In each of these courses, students will learn about the societal value of knowing multiple languages and the ways that language can build power. Students will read and listen to written and spoken word in the target language to support a broader cultural and societal understanding of the places of origin for each of these languages.

Arts

Art classes at Caliber: High School are places where we expect students to express and learn about their evolving understandings of themselves and the world around them. In addition to learning core concepts and major contributors in visual and performing arts, students will learn about how art is used as a social engine to build empathy, push perspectives, demonstrate resistance, and express the full range of the human experience. Students will engage in art projects that tie specifically to Vallejo (for example, a visual arts portfolio demonstrating a thematic connection to the city via arts & culture, the economy, shifting demographics, public health, the physical landscape, or some other connection to current events). Students will use art as a means of learning about how messages are conveyed, as well as demonstrating their own unique and evolving opinions.

Ethnic Studies

Caliber: High School will offer a college-prep A-G eligible elective in Ethnic Studies. Interdisciplinary study of social, political, economic, and historical perspectives of underrepresented ethnic groups fosters cross-cultural understanding, improves other academic outcomes, and connects directly to the Caliber ACT pillar.

Section A.7.3 ACT Pillar and Advisory

Social-Emotional learning is at the cornerstone of the advisory setting, and important lessons about the five CASEL competencies: self-awareness, social awareness, self-management, building relationships, and responsible decision making will lend themselves to our work around leadership. We expect to have strands of advisory curriculum that tie into intersectional identity and systems of oppression, and students will regularly reflect on how these interact amid challenges in our world.

Section A.7.4 Staff Culture

We know that the only way we can truly live up to our ambitious goals for the ACT pillar is to have an adult community that is completely aligned on how best to work together, respect and affirm one another, and hold high expectations for one another and students. Our organization's core values begin and end with the adult community responsible for educating Caliber: High School Students.

At Caliber: High School, we expect our staff to engage in critical conversations about identity, systems of power, and our local context in Vallejo as a part of professional development.

Distributed leadership at Caliber: High School is a manifestation of the ACT pillar as well. We believe that excellent leaders create opportunities for teachers and staff to exercise their own leadership potential. The school leadership team will model a continuous improvement mindset and an openness to feedback that will promote honest and specific feedback from staff. We will celebrate staff members during PD check-ins as well as during Community Meeting, hold staff culture-building events to strengthen adult culture, and have an open-door policy so teachers can bring ideas and feedback directly to the School Leadership Team.

A number of structures also support teacher and staff leadership development and distribute leadership throughout the staff. The Instructional Leadership Team (ILT) will give teachers a voice in the instructional direction of the school. Composed of a group of teachers and academic school leadership team members, the ILT will be responsible for collecting and responding to schoolwide data on instruction and supporting the planning of professional development to respond to the data. Intentional collaboration between teachers also supports distributed leadership and can improve student outcomes. We expect staff to take on leadership opportunities as they present, for roles such as Department Chair or Grade-Level Lead.

School leadership will assess staff culture semi-annually through the administration of a staff survey. An overview of the staff survey (provided through TNTP) can be found in Appendix A-15. In addition to these formal surveys, staff will provide weekly feedback on professional development, which will also provide the school leadership team with insights on staff morale and the effectiveness of professional development.

Section A.8: College and Career Readiness

We believe that all students should have four-year college as an option entering the 12th grade. Our aim throughout the four-year high school program is to keep this option available by enrolling all students in the appropriate college- preparatory coursework, while also preparing students to make an informed and empowered decision about the path they'd like to take after graduation, whether that is a two-year college, four-year college, or a vocational program that can support a life of personal fulfillment and economic promise.

This philosophy around college and career readiness is demonstrated in elements across our program, which work together to ensure individualized and rigorous support toward postsecondary opportunity.

Section A.8.1 College and Career Readiness Starts with Culture

Starting with the onboarding process and summer professional development, Caliber: High School staff will prepare to share responsibility for all outcomes for students, including preparation for the choices associated with entering college or the workforce after high school. Teachers and staff will feel accountable for the success of all students and connected to the school's mission, culture, and priorities. We believe that our staff are models for learning for our students, and this is not limited to curriculum and instruction. We expect staff to regularly bring their own career pathway stories into the classroom and regular interactions with students to support their worldview that a fulfilling career path is not always linear. We aim to build resilience and flexibility into the college and career wayfinding process, and believe that our staff has valuable real-world insights to share with students.

This will entail building collaboration between teachers and departments and overcome the tendency to specialize and operate in departmental silos and the tendency for leaders to defer to teachers' content expertise and instructional and classroom management preferences.

Key Practices that will define our work in developing a staff culture whereby all adults are responsible for student outcomes are as follows:

- Expectations for teachers to make relevant connections in coursework to post-secondary outcomes will be made in summer professional development.
- Teachers will be trained on grades and gradebooks regularly, and will be responsible for upholding school wide grading policies emphasizing transparency and growth.
- Advisors will be trained on curriculum emphasizing different aspects of the college and career discovery process, and student survey data will inform efforts to further develop advisors' capacities in this area.
- The leadership team will meaningfully engage all teachers and staff as a team on a consistent basis (e.g., community meetings, staff celebrations in professional development) to prioritize building and maintaining a positive staff culture.
- Teachers will be aligned with both their grade-level team (i.e., 9th grade team) and department team (i.e., 9-12 English team) to ensure that college and career connections will be aligned across content areas and grade level teams.
- Grade-Level teams and advisory teams will review grades information to stay abreast of college eligibility.

In order to develop conditions for these elements to exist, our work at Caliber: High School begins with our staff culture. We know that leadership practices and organizational structures have an impact on how adults feel at work and will influence teachers' ability to build strong relationships with students and uphold a strong school culture.

Section A.8.2 Standards and Assessment

As a part of regular curriculum work in department teams, teachers will work to ensure that course material remains tied to post-secondary outcomes in that they are grade-level appropriate and include relevant connections to college and career. See Section A.3.3 for a description of the standards used at Caliber: High School.

College Readiness Coursework

The Charter School will offer comprehensive college readiness preparation through yearly college seminar coursework, which exposes students to career development exploration, financial literacy, college admissions preparation, college testing preparation, social-emotional skill development, and transitional planning through various academic units.

Throughout the year, the College and Career Counselors will provide parent education opportunities revolving around similar topics to ensure our parents and families are empowered in the college admissions process. In addition, the Charter School will offer trips to visit college campuses and provide opportunities for students to learn about campuses through regular on-campus admissions representative visits.

During the Junior and Senior years, the College and Career Counselors will provide individualized guidance and family support in solidifying college “match” wish lists, reviewing application materials such as teacher recommendations and college essays, completing scholarship applications, navigating the complicated college admissions system, and ultimately making the best choice for matriculation.

Section A.8.3 Teacher and staff support

The adoption of State Standards and CCRS and assessments for Caliber: High School is part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. The content knowledge and instructional shifts demanded by the State Standards and CCRS are requiring us to invest even more in our teachers and leaders. Caliber: High School will invest in the following supports for our staff:

- Set College Ready achievement goals based on GPA and CCRS standards.
- Implement research-based, CCSS-aligned curricula in Mathematics, ELA, and History.
- Implement research-based, NGSS- aligned curricula in Science.
- Pilot common regional CCSS-aligned regional performance tasks in Math and Writing throughout high school.
- Adopt pre- and post-ACT assessments to measure growth in 9th-11th grades with administration of the CCRS Interim Assessments to provide formative information about student learning throughout the year.
- Focused instructional coaching and classroom observations on CCSS teaching and learning shifts, including the use of common tools, monitoring and feedback cycles.
- Department-based communities of practice to deepen leaders’ understanding of State Standards and CCRS in order to lead the implementation, along with shared assessments, collect and analyze results and access standard-aligned item banks for building classroom assessments.
- Grade-Level Teams and interventionists working collaboratively to identify areas to improve student learning and GPAs.
- Build a data and assessment infrastructure to meet the demands.

Section A.8.4 Advisory

Advisory, which meets four times per week, is the foundation for social-emotional learning, including the self- discovery and reflection needed to identify personal goals and make strides toward an informed and empowered decision about college and career. We know that a student’s likelihood of persisting through a post-secondary plan is increased significantly by the quality of their relationships with adults at school. “Students repeatedly cite the quality and quantity of personal conversations with counselors, advisors, and teachers as a major source of support and influence on their thinking about college” (Roderick et al., 2006). Advisors are each student’s “point-person” on campus, and in addition to tracking student progress academically, are expected to understand where each of their advisees’ are on their path toward college and career readiness, including academic preferences and career aspirations.

Each year of the advisory program, in addition to social-emotional skills foci, has a college and career-readiness priority. In the 9th grade, advisory curricula will focus on the acquisition of high school study skills and building positive relationships with others. Freshmen will practice reflection and self-regulation regularly, which provide a strong foundation for the rest of their journey learning and testing out different college and career pathways. In the sophomore year, students will build on these skill

foundations by exploring different pathways and career areas. They will conduct research and interviews as they further develop their interests. In 11th grade, students will continue to learn about the pathways that are available to them and prepare for college entrance exams. The 12th grade advisory curriculum will prioritize holding spaces for the application and decision-making process. Throughout the four years, students will regularly reflect on college eligibility and GPA in advisory as well through their Personal Plans for Progress, described in Element A.4.4.

The student-advisor relationship will play an important role in advancing the strategic priorities around postsecondary attainment for Caliber: High School. In addition to supporting students socially-emotionally, the advisors will also support college counselors in ensuring that traditional inequities and low-income or minority underrepresentation in college matriculation and career choice are interrupted where possible.

Section A.8.5 College and Career Counseling

The staffing model for Caliber: High School provides for at least two college counselors who will be responsible for the continuum of college prep and knowledge across the four grade levels. They will provide input on the portions of the advisory curriculum involving postsecondary planning and reflection and consult with grade level and advisory teams on ways to infuse college and career readiness into the curriculum. Additionally, they will be responsible for planning and organizing experiential learning opportunities for students, such as industry visits, summer workshops, and college visits.

The college counselors will have a caseload of half of the Senior class, whom they teach in a Senior Seminar course. In Senior Seminar, students will complete applications for college, vocational programs and scholarships.

College Counselors work closely with advisors to support a student's decision to attend college or a vocational school, particularly in the spring of a student's Senior year. College counselors look to support students to optimize a match for career interest, financial solvency, and other factors that advisors have learned about students over the course of their four years.

The College Counselors are responsible for tracking Caliber: High School goals around college and career persistence, and will maintain relationships with Caliber: High School alumni as they persist through college. They will analyze this data regularly to optimize for college and career persistence and college graduation and pay particular attention to a strategic effort to ensure that existing inequities in college matriculation and graduation are reversed (e.g., ensure that at-risk, minority, and low-income students have a low remediation rate and high graduation rate).

College Counselors will also have membership in the National Association for College Admissions Counseling (NACAC) and will attend conferences to network with college admissions counselors and build the Caliber: High School brand.

Section A.8.6 Special Events & School-wide Programming

Fazekas and Warren⁶⁴ explains that the school-wide culture can have a tremendous impact on students' sense of efficacy in the postsecondary match process: High schools can also take steps early on to engage students in understanding their postsecondary options through experiential learning opportunities offered to all students. This can take the form of career shadowing beginning in ninth grade, summer college workshops, and annual college visits." Caliber: High School will regularly engage students in questions of college and career throughout the curriculum and advisory, but special attention must be paid to spaces outside of the classroom to promote awareness, reflection, and excitement around the process.

Community meetings will regularly include outside visitors from different industries to show students the variety of pathways available to them after high school. By having leaders, teachers, and workers from different industries come and share their career stories, our community can reinforce the idea that few peoples' career stories are linear, but a fulfilling career path is usually one where we can be flexible, resilient, and curious.

By partnering with organizations in the community, Caliber: High School can provide plenty of experiential learning experiences for students across industries. "Industry Days" will be school trips in the field with different areas of focus that span potential student interests (e.g., technology, the arts, public service, small businesses, etc). The Bay Area has a wealth of opportunity and we will set goals each year for student participation in these off-site days. These will be organized by college counselors, and special efforts will be made in advisories and grade level teams to recruit students with a variety of interests and those traditionally underrepresented in the field.

Keeping students engaged in the postsecondary reflection process over the summer will also be a priority for the Charter School. We will aim to enroll students in summer programs with a particular focus on the summer after 9th grade. A summer program could be a pre-collegiate program at a college, a computer camp, an outdoor program like Outward Bound or National Outdoor Leadership School ("NOLS"), or any organized learning experience taking place in the summer. Caliber: High School is not prescriptive about the type of summer program students enroll in; instead, students will be encouraged to try something new.

In the Spring of each year, students will go on a grade-level college visit. These experiences where students will be able to set foot on a college campus, visit classes, and connect with students, are intended to support the visualization of a future in college.

Section A.9: Interventions and Accelerations

Caliber: High School will continue to provide students with various advanced learning opportunities including Advanced Placement courses and encouraging students to enroll in community college courses and in summer enrichment programs at regional four-year universities. The Charter School will also provide students with various opportunities to build skills necessary to achieve on grade-level content and skills.

⁶⁴ Fazekas, A., and Warren, C. Building a Pathway to the Future: Maximizing High School Guidance and Advisory Support. US Department of Education, Office of Elementary and Secondary Education.
<https://www2.ed.gov/programs/slcip/finalbuilding.pdf>

The SST will utilize a variety of data sources to progress monitor and identify the tiered interventions or accelerations needed for students. These data sources include:

- Northwest Evaluation Association's Measures of Academic Progress ("NWEA MAP"), administered to all incoming 9th graders and all students with scores below the 9th grade level in Reading or Math
- Course grades
- Exit Tickets
- Interim Assessments
- Classroom observation data
- CAASPP
- English Language Proficiency Assessments for California ("ELPAC")
- IEP Progress and Goals

Section A.9.1: Plans for students who are academically high- and low-achieving

If a student is exceeding academic expectations consistently, the Charter School will take steps to ensure that the student is challenged appropriately. Students who are academically high-achieving will receive differentiated acceleration in the general content classroom as a part of Tier I instruction. If in-class differentiated instruction is not adequately challenging, students may be placed in an intervention/acceleration block with a small group to build on the general curriculum. If the acceleration block is not challenging enough, the Lead Interventionist will complete an audit of the student's grades and coursework alongside the student's family to discern whether their scheduled coursework is rigorous enough. If it is determined that a student is prepared for the next level of a course, course placement adjustments can be made. In some cases, students may be prepared for coursework which the Charter School is not adequately staffed or prepared to provide. For example, if an 11th grade student completes AP Calculus, they will need the next Math course in the sequence for 12th grade. If there are not enough students to make an AP Calculus BC course, or if staff is not adequately trained to teach this advanced course, the Lead Interventionist will plan for the student to receive the adequately challenging coursework via an outside service, community college, or online program at no cost to the student or family. For students who are academically high-achieving, Caliber: High School will prioritize ensuring that they are challenged adequately.

A series of systems also support students who are academically low-achieving. Students who are not on track for timely completion of grade level core courses, have an NWEA MAP score below grade level, or CAASPP or CAST scores below the "Standard Met" level will be considered low-achieving. Should the initial interventions in the general education classroom prove to be unsuccessful through Tier I academic interventions, a certificated staff member will identify and implement Tier II interventions to support students in making the growth necessary for mastery of the content or skill. A major Tier II intervention at Caliber: High School is classroom assignment during the intervention/acceleration block, where students will be assigned to small-group tutoring for a six-week cycle to boost achievement in a particular area. Students for whom Tier I interventions fail to improve achievement will be referred to Tier II interventions. Students with a suspected disability will be referred our Special Education Department for testing to determine eligibility for Special Education services. Should testing indicate that the student qualifies for Special Education supports/services an Individualized Education Program will be written. These IEPs will be reviewed annually, and each student will be reevaluated at least every three years. In our first year of operation our Special Education teacher and the School Leader will work with the District and specialists in the Vallejo community to ensure the development of the necessary

management and monitoring of IEPs within our building. We anticipate a Special Education population similar to that of Vallejo City Unified School District.

The Program Specialist will be in charge of monitoring the MTSS process as well as the SST case management process, ensuring the IEP process is followed with fidelity. Additionally, they will oversee coordinating service hours for IEP students.

In year two and beyond, the MTSS team will include an administrator, teacher(s), specialist(s), and/or other members of the Charter School team. This team will review available data including but not limited to report cards, state test results, classroom work, classroom assessments, and observations. The MTSS team will determine appropriate interventions and support school wide, for grade level teams, and/or individual students.

To prepare our teachers to serve all students identification, intervention, and ultimately moving through the MTSS process we will dedicate time during summer professional development to training our teachers in these processes. All academic and behavioral data will be tracked by subgroup, including students in Special Education and English Language Learners.

The MTSS Process (Appendix A-14) guides decisions around intervention and acceleration. The following are definitions of Tier I, II, and III students and academic interventions.

Tier I

Tier I interventions are the core instruction that occurs within the general education classroom. All students receive Tier I interventions as needed. It includes:

- Standards aligned, high-quality, consistent instruction.
- Universal, ongoing screening: Checks for Understanding, Exit tickets, weekly quizzes, and other progress monitoring assessments provide information on whether students are meeting lesson and unit objectives.
- Implementation of evidence-based instructional moves
- Differentiation for all students, including small group remediation, use of multiple modalities, guided practice, and active monitoring of student work during independent practice.
- Data-based decision-making: teachers utilize data from ongoing screening to adjust instruction so that all students meet objectives.

When teachers implement the core program effectively and are given sufficient support and professional development, 80% or more of the students will appropriately progress to mastery of standards in the general education classroom.

Tier II

Tier II interventions are initiated when a student fails to demonstrate evidence of growth towards mastery of standards with Tier I interventions. Tier II interventions supplement or replace Tier I interventions. Tier II interventions are research based, specifically selected instruction which take place in small groups of 1-6 students, and consist of focused instruction on specific objectives. In determining which objective to focus on, teachers should consider the root causes of student performance, which standards or skills will allow students access to other standards or benchmarks, and target Tier II interventions on those root causes and skills. For example: A ninth grader struggling with understanding

a text that he reads might need phonics instruction or fluency practice before moving to comprehension. At Caliber: High School, a student needing support in Biology may be placed with the Biology teacher during the intervention/acceleration period for additional help. Tier II interventions also incorporate progress monitoring and tracking of implementation. Tier II interventions are executed 3-5 times per week for 4-6 weeks. The student will be reassessed on the material to determine progress. Should a student fail to make progress during their Tier II interventions, they move onto Tier III.

For students who fall in Tier II interventions, aside from a pull-out group twice a week during core content classes, they will be pulled out during Tutorial to review the material for the day, such that they receive a significant amount of small group time with a low teacher to student ratio. Additionally, student's may use other adaptive computerized programs that are leveled for their specific zone of proximal development, the level at which work is appropriately difficult for the child, and allows them to move at their own pace.

Tier III

Tier III interventions are initiated when a student does not show progress in Tier II. Tier III intervention replaces some Tier I and II interventions. Tier III interventions are research-based specifically selected instruction which takes place in small groups of 1-4 students, and consist of focused instruction on specific objectives. Tier III interventions include monitoring of progress and tracking of implementation. Small groups in Tier III interventions are executed at least 5 times per week, for 6 weeks. Both Tier II and Tier III interventions occur in small groups, and the distinction is the number of sessions per week, and data collected on student progress. Tier III interventions always occur at least daily, continue for 6 weeks, with data collected at least 3 times per week.

Section A.9.2 Opportunities for credit recovery and remediation

There may be students who fail to earn credit in a given course by earning a grade lower than a C. Provided such students have not failed greater than two graduation requirement courses in an academic school year, such students will have the opportunity to recover full course credit for failed graduation requirement courses during Summer Academy. In order to recover course credit during Summer Academy, students will be required to:

- Attend Summer Academy at a greater than 95% attendance rate;
- Earn at least a C grade on the course final exam;
- Resubmit any projects or major papers from the normal academic year for which the student did not receive a C grade or higher; and
- Complete a personal academic improvement plan.

Students who complete the above requirements during Summer Academy will receive full course credit in applicable courses. A student failing three courses in a school year may recover credit for two failed courses during Summer Academy and be promoted to the next grade level with the requirement that they retake and pass the third failed course from the previous school year.

Section A.9.3 Plans for English Learners

The mission and vision for Caliber: High School will apply to every student, and we will be intentional in our support of historically underserved students. We will support students learning English with a full-inclusion model, employing instructional techniques to differentiate and accommodate for these

students' needs. For newcomers and students in levels 1 and 2 on the English Language Proficiency Assessments for California ("ELPAC"), we will offer ELD and Advanced Literacy to support them in their preparation for reclassification.

Caliber: High School will comply with all federal, state, and judicial mandates for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. An evaluator will test and assess the English proficiency of students having an EL classification using the ELPAC.

Given the demographics of the District, a significant percentage of the incoming students at Caliber: High School are likely to be EL students. The Charter School recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, and life-skills curriculum.

Students at Caliber: High School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods. Caliber: High School will ensure that EL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency.

Caliber: High School will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Identification of English Learners

As part of the enrollment process, the Charter School will administer the home language survey for every student who is new to the California public school system. For students who are not new to the state public school system, we will determine their EL classification based on prior records. At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained evaluator (usually the ELD Coordinator) within thirty days of initial enrollment and at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient. If the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient.

Caliber: High School's teachers will also be responsible for observing students with an eye towards detecting limited English proficiency.

Caliber: High School will notify parents of the Charter School's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual

English proficiency testing. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Strategies for English Learner Instruction and Intervention

In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. The Charter School shall employ a mix of integrated and designated ELD. Namely, students identified as ELs will be enrolled in mainstream coursework, as well as designated ELD for newcomers and Advanced Literacy for long-term English Learners.

It is the goal of Caliber: High School that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. English Proficient students will participate in a mainstream English language arts program with a curriculum based on the State Standards and College and Career Readiness Standards.

We expect all teachers to be prepared to serve EL students in language acquisition alongside discipline content and skills. Regular professional development in the ELD Standards and guided language acquisition instructional techniques for language acquisition will be offered and facilitated by the ELD Coordinator, and teachers will be able to consult with the ELD Coordinator on best practices for the classroom. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as EL receive assistance in oral language development. Caliber: High School will ensure that all EL students have access to the core content and may contract with the necessary specialists as needed in order to do so. All instruction will be in English; however, the level of English used for instruction – both oral and written – will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. They may also receive small group differentiated instruction within their other classes.

In addition to the structured English immersion modifications teachers will make in their mainstream classes within the Charter School's daily schedule, there will be ample time that can be used for additional intensive English language instruction. Students at Level 1 on the ELPAC will be enrolled in ELD class and long-term ELs will be enrolled in Advanced Literacy class, both taught by the ELD Coordinator, to support their reclassification and language acquisition. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutoring for students who are acquiring English. Teachers at Caliber High School will use techniques that maximize comprehensible input. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output. At Caliber High School, teachers will understand that in order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output. Furthermore, all teachers will receive professional development on communicating with students designated as EL and in techniques for detecting whether a student has English language deficiencies. In addition, staff may be trained in various teaching strategies such as,

scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum. Other instructional practices used at Caliber: High School to support ELs include:

- Vocabulary Previewing
- Peer instruction facilitated by instant response systems
- Additional direct literacy instruction in ELD course, Advanced Literacy, and Tutorial Periods
- Consistency in classroom routines, procedures, and instructional practices
- Creation of a positive, supportive, and linguistically affirming classroom culture in every classroom
- Inclusion of literacy scaffolds at every opportunity in Math, Science, Spanish for Heritage Speakers, English, Art, and History classes
- Deployment of culturally relevant curriculum
- Use of word walls in each classroom
- Use of audiobooks in addition to written text
- Small group instruction
- Standardized instruction of cross-discipline skills (e.g., annotating, asking questions to the text, making personal connections, etc)
- Direct instruction in writing and grammar
- Choral reading and cloze notes

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators and measured at least annually using the ELPAC and other measures, including but not limited to Northwest Evaluation Association's Measures of Academic Progress ("NWEA MAP"), exit tickets, performance assessments, and other interim assessments. These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services will no longer be required. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

- 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.

Prior to re-classification, all parents will receive a reclassification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient. Progress of students who have been redesignated will be monitored for four years.

Caliber: High School will evaluate each student's performance in academic content areas to measure the student's progress in all subjects. If an EL student fails to show appropriate progress in these academic areas, modifications to the instructional program are made. In addition, Caliber: High School will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

Caliber: High School will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be assessed according to the requirements and process described in the Special Education section. Just as all students who are classified as EL students are as fully integrated as possible into the programs of Caliber: High School, so are students with disabilities. EL students with IEPs will be given the necessary materials, mandated services, and equipment to support their learning. The Charter School's extended day and year model allows for significant time for staff to work in a variety of settings with English Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP.

Monitoring and Evaluation of Program Effectiveness

Caliber: High School evaluates the effectiveness of its education program for ELs by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Section A.9.4 Plans for Students with Special Needs

Caliber believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn.

Caliber: High School welcomes students with special needs. Caliber: High School recognizes its responsibility and commitment to support students with disabilities and pledges to work in cooperation with the Vallejo City Unified School District to ensure that a free and appropriate public education is provided to all students.

Caliber: High School's dedicated staff of specialists, counselors, and psychologists will work closely together with our teachers to ensure that the needs of each student, especially those with IEP, are met. The special education staff meets regularly for professional and program development and to share best practices for supporting special education students.

Differentiation is an essential component to all instruction at Caliber. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

Special Education General Assurances and Overview

The Charter School will comply with all applicable state and federal laws in serving students with exceptional needs, 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"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

Caliber: High School will provide services for special education students enrolled in Caliber High School. Caliber: High School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and 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.

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

Caliber: High School will be its own local educational agency ("LEA") and shall seek membership in the El Dorado County Charter SELPA, of which Caliber Public Schools: ChangeMakers Academy is a member. See Appendix A-16 for a letter of good standing from the El Dorado County Charter SELPA, along with an acknowledgement that Caliber has begun the application process to expand its membership to include Caliber: High School. Caliber: High School will provide notice of acceptance to the SELPA to the District and the California Department of Education before June 30th, 2022.

In the event Caliber: High School seeks membership in a different state-approved SELPA, Caliber: High School will provide notice to District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. Although a change in LEA status or SELPA membership shall not require a material revision of Caliber: High School charter, it may require an update of the parties' MOU to reflect these changes in legal status.

Upon official acceptance in a SELPA, Caliber: High School will provide the District evidence of membership. As an LEA member of the SELPA, Caliber: High School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

Caliber: High School will provide services for special education students enrolled in Caliber High School. Caliber: High School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and 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.

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

Caliber: High 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. Caliber: High School will participate in the State's quality assurance process for special education (e.g., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Caliber: High School will participate in internal validation review.

Caliber: High School will provide related services by hiring credentialed or licensed providers or by contracting for related services from CDE-certified, nonpublic agencies.

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

Description of Special Education Identification and Services

Caliber: High School will follow the federal legal requirements for referring, evaluating, and identifying students with disabilities. The IEP teams include the mandated team members who together determine student needs, what goals to be developed to address those needs, what services are required to meet the goals, and the type of placement necessary to provide the services.

The pre-referral process at Caliber: High School will be through the Multi-Tiered System of Support process and/or through the Student Support Team. The MTSS team will include an administrator, teacher(s), specialist(s), and/or other members of the Charter School team. This team will review available data including but not limited to report cards, state test results, classroom work, classroom assessments, and observations. The MTSS team will determine appropriate interventions and support school wide, for grade level teams, and/or individual students. The MTSS may make a referral directly to special education if there is a concern or question about a possible disability. The MTSS may also refer a student to the SST team to include parents directly in planning and action steps for individual students. The SST team is composed of similar school personnel but will also formally include parents. The SST team may also make a referral to special education for appropriate students when there is a concern or question about a possible disability. Staff can complete a referral form to the MTSS team if they have concerns about a student. If a parent has a concern about their student, the MTSS or SST team will convene to discuss their concerns and create an action plan.

Parents have the right to make referrals for special education evaluations at any time. The Program Specialist will respond to these appropriately and within the legal 10-day timeline by contacting parents directly or holding an SST meeting. In either case, the Charter School will either provide an assessment plan to go forward with testing or provide a Prior Written Notice if they feel it is not appropriate at the time.

If at any time the MTSS or SST team feels an evaluation for special education is warranted, an assessment plan for special education will be offered to the family to go forward with evaluation. If parents agree and sign, then the legal 60-day timeline begins. The assessment process will involve all the necessary evaluators depending on the area of suspected disability. The evaluation will include all areas of identified needs and suspected disability. The evaluation will use standardized measures as well as use culturally appropriate assessment tools. When the assessment is completed, and before the 60-day timeline ends, an IEP meeting will be held to discuss the results of the assessment.

The IEP team will include the legally mandated members: parent/guardian, administrator, general education teacher, special education teacher, and all evaluators. The IEP team will develop and plan an IEP for all students who are found eligible in any of the thirteen categories of special education which are based on the evaluation results and IEP team input. The IEP will include the following legal requirements including:

- Relevant assessment reports (e.g. academic, psycho-educational, speech and language, occupational therapy, etc.)
- Present Levels of Performance which include student strengths and areas of needs
- Goals which are based on areas of needs (e.g. academics, behavior, social/emotional, speech, etc.),
- Services which are based on how to support and/or meet the student's goals (e.g. Specialized Academic Instruction, Behavior Intervention Services, speech and language, Occupational Therapy, etc.)
- Placement where the students can receive their services and support. Caliber: High School will offer a continuum of placement options that include but are not limited to consultative services, small group/resource support, push-in to general education classes services, co-teaching, and Special Day Class ("SDC"). If students require a more intensive program, the team will also consider placement in Nonpublic Schools.
- The IEP will also include accommodations, modifications, and tools/equipment appropriate for the student based on their needs. A summary of these accommodations and modifications will be shared with each of the student's teachers so they may be able to provide such accommodations and modifications.

After the IEP, the case manager of the student will monitor student progress towards goals by keeping and tracking data. Progress towards goals is provided to parents at every school wide grade period. At any time, a parent can request an IEP meeting that will be held within 30 days. Other team members may also request an IEP meeting at any time.

Section 504 of the Rehabilitation Act

Caliber: High School 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 Caliber: High 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.

The SST or MTSS might refer a student for assessment under 504 rather than IDEA if a teacher or parent/guardian suspects that a student is unable to access the curriculum or needs additional services to succeed academically. A student can qualify for a 504 plan if they have physical or mental impairments that affect their abilities to walk, breathe, eat, sleep, read, concentrate, stand, communicate, see, hear, or speak. Find 504 Policies and Procedures in Appendix A-17.

Students who may require a 504 Plan will be identified through the MTSS process. The MTSS team shall include an administrator, teacher(s), specialist(s), and/or other members of the school team. This team will review available data including but not limited to report cards, state test results, classroom work, classroom assessments, and observations. The MTSS team will determine appropriate interventions and support school wide, for grade level teams, and/or individual students. The MTSS may make a referral

directly to special education if there is a concern or question about a possible disability. The MTSS may also refer a student to the SST team to include parents directly in planning and action steps for individual students.

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

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

The final determination of whether the student 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, the 504 team will make a referral for assessment under the IDEA.

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 a free and appropriate public education. In developing the 504 Plan, the 504 team will 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 Caliber High School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. Examples of 504 accommodations include preferential seating, extended time on tests and assignments, verbal, visual, or technology aids, verbal testing, behavior management and support, or modified textbooks or audio-visual materials.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Program Specialist will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and

that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Staffing

All special education services at Caliber: High School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Caliber: High School staff shall participate in SELPA in-service training relating to special education.

Caliber: High School will be 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 resource specialists. Caliber: High School shall ensure that all special education staff hired or contracted by Caliber: High School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Caliber: High School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Caliber: High School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Caliber: High School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Caliber: High School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Caliber: High School shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. Caliber: High School will 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 general education program have been considered, and where appropriate, utilized.

Caliber: High School will 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.

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. Caliber: High School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Caliber: High School shall obtain parent/guardian consent to assess students.

IEP Meetings

Caliber: High School shall arrange all necessary IEP meetings. IEP team membership shall comply with state and federal law. Caliber: High School shall be responsible for having the following individuals in

attendance at the IEP meetings: the School Leader and/or Caliber: High School 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 school representatives who are knowledgeable about the regular education program at Caliber: High School and/or about the student. Caliber: High School 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, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Caliber: High School 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 students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation and Review

Caliber: High School shall be responsible for all school site implementation of the IEP. As part of this responsibility, Caliber: High School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Caliber: High School's non-special education students. Caliber: High School shall also provide all home-school coordination and information exchange. Caliber: High School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP meetings shall be held according to the following schedule:

- Annually to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- If a meeting is required to determine if a student's conduct was a manifestation of their disability
- If the parent or guardian or any IEP team members requests a review of the student's progress.
- If there is a pattern of behavior that the team wants to consider including a Behavior Intervention Plan to the student's IEP

Interim and Initial Placements of New Caliber: High School Students

Caliber: High School shall comply with Education Code Section 56325 with regard to students transferring into Caliber: High School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Caliber: High School from another program within the state, but outside of the same SELPA as Caliber: High School, who have a current IEP within the same academic year, Caliber: High School 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 the Charter School 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 Caliber: High School from a program within the same SELPA as Caliber: High School, within the same academic year, Caliber: High School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Caliber: High School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Caliber: High School with an IEP from outside of California during the same academic year, Caliber: High School 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 Caliber: High School 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 Caliber: High School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Caliber: High School will cooperate with the SELPA and students' school districts of residence regarding sharing information as necessary.

Mental Health

Whenever necessary, as evidenced by student need, assessment or recommendation of a mental health provider, a referral for assessment of eligibility for mental health as a related service will be made to address a students' mental health needs and potentially access other supports or services for a student and his/her family.

Professional Development for Caliber: High School Staff

The School Leader, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education law. Regular teacher professional development regarding special education best practices and Universal Design for Learning will support all teachers to provide all students with opportunity to succeed.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children will have access to Caliber: High School and no student shall be denied admission nor counseled out of Caliber: High School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Caliber: High School shall adopt policies for responding to parental concerns or complaints related to special education services. Caliber: High School shall receive any concerns raised by parents/guardians regarding related services and rights.

Caliber: High School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Caliber: High School may initiate a due process hearing or request for mediation with respect to a student enrolled in the 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, Caliber: High School shall defend the case.

SELPA Representation

Caliber: High School understands that it shall represent itself at all SELPA meetings.

Funding

Caliber: High School understands that it will be subject to the allocation plan of the SELPA.

Section A.10: School Culture for Students and Staff

Caliber: High School aims to foster a sense of belonging and joy in a structured and safe environment. We are intentional about how our staff, student and family cultures intersect to create positive student experiences and outcomes. We also believe that joy is liberatory and revolutionary and essential for impactful student outcomes.

Intentional structures support staff and students to build meaningful relationships, learn from mistakes and prioritize growth, and embrace continuous learning.

Section A.10.1 Meaningful and Deep Relationships

Relationships are the heart of what we do. We know that significant relationships with adults, peers and the greater community in which a school is situated all influence students' experience and have positive impacts on student outcomes academically and personally. Students who have at least one adult on campus who they believe they can trust and knows them as a person are more likely to graduate on time, perform better academically, have stronger self-efficacy, and trusting relationships among their peers.

For students - Students will have robust opportunities to forge relationships with their peers through community circle, class-based discussions and enrichment activities. Students will have the opportunity to explore the complexities of relationships including navigating conflict and boundary setting within peer relationships. In addition, students will be encouraged to develop peer relationships, students will also be asked to develop a mentoring relationship with a staff member through our advisory program. Community Meetings are also places where students will be recognized individually and collectively for their strengths and their growth. This intentional community-building space will foster joy and belonging on a consistent basis, and support the collective school community to build strong relationships with one another.

For staff - Students are at the center of what staff at Caliber: High School do. Our teachers are expected to forge relationships that validate and affirm our students' lived experiences and all that they bring into the learning environment. Each teacher will be responsible to mentor and advocate for students across

campus. In addition, we expect teachers to develop collaborative relationships with colleagues in order to improve their own content understanding and better support students across our campus.

Section A.10.2 Restorative Practices

Our restorative approach is our responsibility to imagine the world as we wish to see it, instead of being constrained by the way it is. Restorative practices are a commitment to ensuring that our students are both held accountable while simultaneously reflecting on their choices, repairing the harm to individuals and community and identifying more productive choices in the future. Summarized in Section A.6.1, restorative practices provide a foundation for emotional safety and learning from one's mistakes. Restorative practices also promote a sense of belonging and care for students, which is essential for positive school culture.

Staff have a consistent mind-set that the classroom and school building is the best place for students to be. In addition to having high expectations for students, staff will be trained to offer high levels of support and accountability for students. We will offer on-site clinical staff to proactively support students in processing trauma, and developing personalized re-regulation skills and navigating the complexities of adolescence. All staff will be trained in restorative practices and de-escalation techniques to use and model during challenging situations. Staff are able to identify proactive strategies to keep students within the learning environment and respond restoratively when students make a mistake.

Students participate in proactive community circles in order to build relationships with one another so that when harm is done, they will have a strong foundation for empathy, kindness, and respect to build from. In community circles, students will be making regular connections to the core values.

Section A.11: Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Caliber: High School Annual Goals, as aligned to Healthy Schools Framework & California State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Emergency and Unforeseen Circumstances

In the event that in person education is not possible or permissible, the charter school will use independent study consistent with legal requirements to deliver the educational program.

Element B: Measurable Student Outcomes

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)

Caliber: High School has clearly defined school wide outcomes and goals in compliance with Education Code Sections 47605(c)(5)(B). 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 metrics by which we measure our progress are incorporated into the LCAP which Caliber: High School will review, update, approve, and publish each year. Preparations for the Charter School’s LCAP will begin in the winter of the previous year, where the Board will review progress and outline goals for improvement. Over the course of each Spring, the LCAP will be iterated upon regularly and presented to the Board for feedback before approval before the end of the fiscal year. This process will give the Caliber: High School leader ample time to develop strategic plans over the summer.

The Caliber: High School LCAP provides a reasonably comprehensive description of the goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant subgroups (n>30), in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

The LCAP is informed by Caliber Public Schools’ Healthy Schools Framework (“HSF”), which outlines six essential questions that our organization uses to determine the overall health of each of our schools (Appendix A-1). The Healthy School Framework will inform the measurement of health of Caliber: High School. These six essential questions are:

1. Does the Charter School demonstrate the core SEL competencies?
2. Does the Charter School deliver academic growth and achievement for our students?
3. Does the Charter School help our students make connections in their school experience that make them critically conscious of their world and the world beyond?
4. Does the Charter School promote equity and achieve equitable outcomes?
5. Is the Charter School financially and operationally sound?
6. Does the school live out the Caliber Public Schools values (feedback, affirmation & validation, collective impact, empathy & kindness)?

Each of the essential questions includes a description of the metrics used to evaluate them, and these metrics directly correlate to the California State Dashboard for school outcomes. We consider the HSF and the LCAP to be the Charter School’s blueprint for planning for the whole school year.

While the specific targets included in the Caliber: High School LCAP will vary somewhat from year to year, the overall goals and expected outcomes will remain relatively consistent in scope.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision of the charter” pursuant to Education Code Section 47607. Actions intended to ensure Caliber: High School meets these goals are delineated throughout this charter petition.

Below is a summary of Annual Goals and Outcomes for Caliber: High School as aligned with the LCFF State Priorities.

Caliber: High School Annual Goals, as aligned to Healthy Schools Framework & California State Priorities

The mission of Caliber Public Schools is for all students to attain high academic achievement. For this reason, each of the annual goals, actions and outcomes below apply both schoolwide and for all student subgroups and special populations, unless otherwise noted.

HSF Essential Question	State Priority Alignment	Annual Goals	Annual Actions and aligned charter section	Measurable Outcomes
Does the Charter School demonstrate the SEL core competencies?	LCFF Priority 5: Student Engagement (Dropout Rate)	Students will persist through high school and middle school.	1. Provide engaging academic and social emotional program with supports for all learners 2. Provide credit recovery opportunities 3. Maintain communication with families through conferences, phone calls, and reports	0% dropout rate 90% of students completing the year will re-enroll the following year.
	LCFF Priority 5: Student Engagement (Graduation Rate)	Students will graduate from high school within 5 years of entering 9th grade.	1. Provide engaging academic and social emotional program with supports for all learners 2. Provide credit recovery opportunities 3. Maintain communication with families through conferences, phone calls, and reports	0% dropout rate 90% or higher earn a C or higher in core classes.
	LCFF Priority 6: School Climate	Students will remain in good behavioral standing with the Charter School.	1. Provide responsive and engaging academic and social emotional program with supports for all learners 2. Ongoing communication with parents	0% suspension rate except in areas where the law mandates suspension

			3. Provide individualized behavior plans for struggling students	
Does the Charter School deliver academic growth and achievement for our students?	LCFF Priority 1: Basic Services	<p>Students will have access to State-Standards-aligned materials to use in home and at school.</p> <p>ELs will be provided with the support and accommodations to fully access standards-aligned materials and services to support their mastery of standards, including ELD standards.</p> <p>Students with an IEP will be provided with the support and accommodations to fully access standards-aligned materials and services to support their mastery of standards, and engage in the program set forth in their IEP.</p>	<p><i>Section A.9.4</i></p> <p>1. Annually audit EL and special education instructional materials and make purchases as needed.</p> <p>2. Weekly review of lesson plan materials to ensure alignment with CCSS and CA content standards.</p>	<p>100% access to standards-aligned materials</p> <p>100% compliance with 100% of IEPs</p>
	LCFF Priority 2: State Standards	All curriculum plans (scope and sequence, unit plans, lesson plans) will be aligned to State Standards.	<p><i>Section A.3.3</i></p> <p>1. Annually audit instructional materials and curricula; make purchases for curriculum or professional development as needed.</p>	100% of curricula are standards-aligned
	LCFF Priority 4: Student Achievement	<p>All students, including all subgroups, will demonstrate proficiency in ELA and Math.</p> <p>All students will earn a grade of "C" or higher in A-G approved courses</p>	<p>1. Annual professional development for teachers on CCSS and CCRS</p> <p>2. Annual audit of curricula and student performance data</p> <p>3. Weekly review of lesson plan materials</p> <p>4. Monthly audit of student performance data by subgroups</p>	<p>All students who have attended the school since 9th grade demonstrate, on average, 10% greater proficiency rate than surrounding area high schools</p> <p>At least 70% of students proficient on ELA college readiness standard on the SBAC exam.</p> <p>At least 50% of students proficient on Math college</p>

			<p>5. Implement and annually review required course of study</p> <p>6. Provide credit recovery opportunities (e.g., Summer Academy)</p> <p>7. Annually review students schedules to ensure they are on track to meet A-G requirements</p>	<p>readiness standard on SBAC exam.</p> <p>100% A-G completion upon graduation</p>
	LCFF Priority 4: Student Achievement (High Schools Only)	<p>Students will earn a 3 or higher on at least one AP exam prior to graduation.</p> <p>Students will demonstrate academic achievement and growth on track for college access and success.</p>	<p>1. Offer varied AP courses to meet student interests</p> <p>2. Audit instruction material for alignment to AP standards and frameworks.</p> <p>3. Provide financial assistance to students taking AP exams.</p> <p>4. Ongoing review of curriculum materials and student achievement data</p> <p>5. Weekly review of lesson plan materials</p> <p>6. Weekly professional development</p> <p>7. Provide for ACT Assessment preparation</p>	<p>100% of students who enroll in an AP course will sit the AP Exam in that course subject.</p> <p>100% of students enrolled in at least one AP course earn at least one 3 or higher on at least one exam.</p> <p>Students will score an average of 16 on the Reading portion of the EXPLORE exam (9th grade).⁶⁵</p> <p>Students will score an average of 14 on the English portion of the EXPLORE exam (9th grade).</p> <p>Students will score an average of 18 on the Mathematics portion of the EXPLORE exam (9th grade).</p> <p>Students will score an average of 20 on the Science portion of the EXPLORE exam (9th grade)</p>
	LCFF Priority 7: Course Access	Students will have access to engaging courses	1. Annual review of course offerings to ensure all students have access to a range of courses	100% of students will be enrolled in core subjects, foreign language, and electives.

⁶⁵ Each goal is aligned to the College Readiness Benchmark provided by ACT. In subsequent years, we will have goals aligned to the PLAN exam for 10th graders and the ACT exam for 11th graders. See the College Readiness Standards provided by ACT here: <https://files.eric.ed.gov/fulltext/ED510457.pdf>

			2. Ongoing review of curriculum materials and student achievement data	
	LCFF Priority 8: Other Student Outcomes	Students will be proficient in social studies and science	<p>1. Ongoing review of course curriculum and student achievement data</p> <p>2. Weekly review of lesson plan materials</p> <p>3. Weekly instructional professional development</p>	<p>For students who elect to take AP World History, 100% of students will sit the AP exam and 50% will score a 3 or above.</p> <p>For students who elect to take AP US History, 100% of students will sit the AP Exam and 60% will score a 3 or above.</p> <p>For students who elect to take AP US Government & Politics, 100% will sit the AP Exam and 60% will score a 3 or above.</p> <p>For students who elect to take an AP Science course in grades 11 and 12, 100% of students sit the AP Exam and at least 50% earn a 3 or above.</p> <p>80% of students meet proficiency standards on the California Science Test ("CAST").</p>
Does the Charter School help our students make connections in their school experience that make them critically conscious of their world and the world beyond?	n/a	Students will be able to make connections in their learning through opportunities outside the classroom	<i>Section A.4.4</i>	100% of students complete at least one community engagement experience before graduation
Does the Charter School promote equity and achieve	LCFF Priority 4: Student Achievement	English Learners will show growth in English proficiency and progress toward reclassification.	1. Ongoing review of curriculum and instructional materials, including daily lesson plans and student-facing materials, to ensure EL	100% of students designated EL grow at least one performance level/year as measured by ELPAC

equitable outcomes?			<p>support and alignment with ELD standards is present</p> <p>2. Instructional professional development for teachers focused on supporting English Learners</p> <p>3. Ongoing monitoring of EL achievement data</p> <p>4. Annually review reclassification rates for students scheduled in ELD and Advanced Literacy (for long-term ELs)</p>	100% of ELs who have attended the school for three years will reclassify as RFEP.
	LCFF Priority 4: Student Achievement	<p>Students will demonstrate academic achievement and growth on track for college access and success.</p> <p>Students with incoming NWEA MAP scores below 9th grade in Math and ELA will demonstrate >1 year of growth each year.</p>	<p>1. Ongoing review of curriculum materials and student achievement data</p> <p>2. Weekly review of lesson plan materials</p> <p>3. Weekly instructional professional development</p>	100% of students will meet or exceed typical growth
Is the Charter School financially and operationally sound?	LCFF Priority 1: Basic Services	All teachers will hold a valid California Teaching credential with appropriate English Learner authorization as defined by the California commission on Teaching Credentialing and will be appropriately assigned.	<p>1. All candidates for employment as teachers required to provide proof of valid CA teaching credential with EL authorization</p> <p>2. Audit status of credentials annually</p>	<p>100% of teachers appropriately credentialed in accordance with their content area</p> <p>100% of teachers holding EL authorization as required</p>
	LCFF Priority 1: Basic Services	School facilities shall be maintained in a manner that assures it is clean, safe, and functional.	<p>1. Daily custodial services</p> <p>2. Review facility repair logs monthly; make repairs as needed</p> <p>3. Utilize operations scorecard to assess overall operations at least semi-annually</p>	Average grade of 2.2 on Operations scorecard ⁶⁶

⁶⁶ The Operations Scorecard is a tool used by Caliber Public Schools to assess school operations. It can be found in Appendix B-1.

	n/a	The Charter School will operate according to a sound budget that is developed and published on a timely basis based on prudent revenue and expense assumptions.	1. Biweekly budget check-ins with Caliber President and School Leader 2. Prepare annual audits in a timely manner 3. Respond in a timely and professional manner to all District request regarding finances	Approved budgets reflect positive end of year fund balances each year that grows to >25% of operating expenses during the term of the charter. Charter School remains in good fiscal standing with the District.
	LCFF Priority 5: Student Engagement	The school will be fully enrolled with high levels of attendance.	1. Student recruiting activities in multiple languages across multiple mediums to ensure full enrollment with racial/ethnic/subgroup balance 2. Reward programs for students with 100% attendance 3. Daily phone calls to parents of students marked absent 4. Phone calls to parents of students tardy more than once per week 5. Parent conferences with students with excessive absences (>3 in a month)	The Charter School will meet 100% of projected enrollment Less than 3% chronic absenteeism Average Daily Attendance ("ADA") 95%
	LCFF Priority 5: Student Engagement	Students will regularly attend school.	1. Reward programs for students with 100% attendance 2. Daily phone calls to parents of students marked absent 3. Phone calls to parents of students tardy more than once per week 4. Parent conferences with students with excessive absences (>3 in a month)	Less than 3% chronic absenteeism Average Daily Attendance ("ADA") 95%

Does the Charter School live out the Caliber Public Schools values (feedback, affirmation & validation, collective impact, empathy & kindness)?	LCFF Priority 3: Parent Involvement	Parents will demonstrate satisfaction with academic programs and school involvement.	1. Parent Teacher Partnership Meetings held monthly 2. Annual home visits for newly enrolled students 3. Annual parent satisfaction survey	Average parent satisfaction exceeding 80% on annual survey >80% participation in annual family survey ⁶⁷
	LCFF Priority 6: School Climate	Students will demonstrate satisfaction with the academic program.	1. Regular student surveys and opportunities for feedback 2. Weekly school culture events 3. Administer schoolwide annual satisfaction survey to students and share results	Average student satisfaction of academic program exceeding 80% on annual survey

⁶⁷ Please find family survey items in Appendix B-2.

Element C: Assessment of Student Outcomes

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 47065(c)(5)(C)

To achieve our mission, we must measure student progress thoughtfully and precisely. At Caliber: High School, we will use data-informed instruction to support high academic achievement and are committed to collecting data systematically. We rely on a variety of assessments in order to measure student process and triangulate data to complete a picture of student growth. This complete picture informs intervention and acceleration plans for students.

- **State Summative Assessments:** Caliber will administer the required California state assessments, assessing grade level mastery in English Language Arts and Math using the Smarter Balanced Assessment Consortium ("SBAC"), English Learner Language Development using the ELPAC, Science mastery using CAST, health and fitness using the Physical Fitness Test ("PFT"), and ELA, Math, and Science for students with significant cognitive disabilities using the California Alternate Assessment ("CAA").
- **Diagnostic Assessments and Growth Measures:** Caliber will use NWEA MAP assessments upon enrollment to help teachers understand the baseline achievement of students in English and Math. For students who score beneath the 9th grade level, they will take MAP in Winter and Spring.
- **Interim Assessments:** Caliber: High School will use the CAASPP Interim Assessments (IABs and ICAs) to gauge student progress toward mastery in English and Math.
- **Classroom Formative and Summative Assessments:** Teachers will administer unit-based formative assessments daily and weekly, and summative assessments at the end of units.

The following table represents the range of assessments used at Caliber: High School:

Assessment	Description / Purpose	Timeline	Students	Who Responds	How It is used
Classroom Formative Assessments	Includes daily launches, checks for understanding, exit tickets, and Weekly assessments - covering either gateway standards or standards taught during that period of time to measure competency against standards	Daily & weekly	All Students, Grades 9-12	Classroom teacher	Teachers use checks for understanding and daily launches to inform instructional steps within the lesson. Teachers use exit ticket data to inform instructional steps for the next day. Teachers use weekly formative assessment data to inform instructional

					steps taken the following week.
Classroom Summative Assessments	Unit-based, standards-aligned assessment to measure competency	End of instructional unit	All students, Grades 9-12	Classroom Teacher	Teachers use summative assessments to assess learning in an instructional unit. For standards that spiral throughout the year, summative assessments can provide insights into longitudinal growth and provide opportunities to adjust instruction.
Devereux Student Strengths Assessment ("DESSA")	Nationally-normed universal assessment for Social-Emotional Competencies	2x/year: Fall and Spring	All students, Grades 9-12	School Leadership Team, Classroom Teachers	DESSA is used to understand critical social and emotional data at the individual, grade, and school-wide levels.
SBAC	California State criterion-based Assessment in English and Math	Spring	All students, Grade 11	School Leadership Team, Classroom Teachers	SBAC is used for state reporting. The school leadership team will use SBAC data to assess the strength of the instructional program in English and Math and define instructional priorities in these areas.
PLAN/EXPLORE/ACT	National College Entrance Exam	Spring	All students, Grades 9-12	School Leadership Team, Classroom Teachers	ACT is a National College Entrance Exam. PLAN and EXPLORE have been adapted for the 9 th and 10 th grades, respectively, to build up to the 11 th grade ACT.
CAST	California State criterion-based	Spring	All students, at the end of their	School Leadership Team,	CAST is used for state reporting. The school leadership team will

	Assessment in Science		last science course	Science Teachers	use CAST data to assess the strength of the instructional program in Science and define instructional priorities in these areas.
NWEA MAP	National Norm-Referenced Test in English and Math	Fall, Winter, Spring	All students upon entry into 9th grade; students scoring below 9th grade level in subsequent administrations	School Leadership Team, Classroom Teachers	NWEA MAP is the primary diagnostic test for incoming 9th graders and will be used to gauge growth in Reading and Math for students below grade level.
ELPAC	Measure English Language Acquisition	Spring	All students classified EL, Grades 9-12	EL Coordinator, Classroom Teachers	ELPAC is used to enroll students in Newcomers / ELD, and will provide insight for classroom teachers to respond to EL needs in their classrooms.
PFT	California State Comprehensive Physical Fitness Test	Spring	All students, 9th Grade	Athletic Director	PFT is used for State reporting.

Data-Driven Decision-making

Teachers will engage in common planning time when they can examine student evidence of learning and compare it to what was taught to adjust future instruction. A primary focus of teacher professional development will be focused on data-driven instruction.

Caliber: High School will use student information systems such as PowerSchool and Illuminate to compile and visualize student mastery data.

Parental Notification of Student Progress

Parents will receive quarterly report cards from the Charter School with student progress. Student-led Parent-Advisor Conferences will occur twice annually. Student advisors will also regularly reach out to parents with academic progress reports. Teachers are also encouraged to regularly communicate directly with parents regarding students who are performing well and students who require additional support.

Parents will receive summaries of test performance for SBAC, CAST, PFT, ACT Assessment, and ELPAC.

Data Reporting

The school will publish student results annually through the SARC, in compliance with the California Constitution, Education Code and ESEA. The school will complete annual LCAP updates and adhere to all legal reporting requirements for the California School Dashboard.

Caliber shall comply with Education Code Section 47604.3 and the Public Records Act.

Element D: Governance and Structure

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

Caliber: High School will 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.

Caliber: High School 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.

Caliber: High School 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 Charter School. 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 public 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: High School, the Caliber Public Schools Board of Directors, any administrators, managers or employees, and any other committees of the Charter School will comply with applicable federal, state and local laws, nonprofit integrity standards, and the District's policies and regulations regarding ethics and conflicts of interest.

Caliber Public Schools is solely responsible for the debts and obligations of Caliber: High School.

Section D.2 Legal Structure

Caliber: High School will be a directly funded independent charter school and will be operated by Caliber Public Schools, a California non-profit public benefit corporation with 501(c)(3) tax-exempt status. See Appendix D-1 for confirmation of Caliber's 501 (c)(3) status. It is the responsibility of Caliber Public Schools to be accountable to the State of California and VCUSD for the governance and operation of Caliber: High School. Caliber Public Schools exists to ensure that the Caliber: High School adheres to this charter and that the Charter School has the resources and supports necessary to be successful. The Board of Caliber Public Schools will govern Caliber: High School.

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 the organizational documents of Caliber Public Schools, including articles of incorporation (Appendix D-2), bylaws (Appendix D-3), and conflict of interest code (Appendix D-4).

Section D.3 Board of Directors

Caliber: High School is governed by the Caliber Public Schools Corporate Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of Caliber: High School. The 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 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.

Caliber Public Schools’ Board of Directors hold 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. Meetings are held at the Caliber SSO Office or in network schools, and locations are posted with the Board Agendas. Board members support the mission of Caliber Schools and serve voluntarily. Caliber Public Schools will seek to ensure that its board members represent a broad range of expertise. Caliber Public Schools will ensure that the Board includes members with expertise in educational programs, real estate, law, finance, management, and philanthropy.

In accordance with Education Code Section 47604(c), Caliber Public Schools’ bylaws permit one representative of the District to serve on Board, should the District choose to appoint one. If the District chooses to do so, the Board may appoint another director to ensure that the 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 Board consists of at least three directors and shall not exceed thirteen directors. The Board currently has seven directors. Based on governance best practice, Caliber will seek to have a range of seven to thirteen directors over time. This number allows for sufficient expertise and the population of committees, while also ensuring the size is manageable for making strategic decisions. Each director will serve a three-year term. New directors will be partnered with experienced ones in order to further the new directors’ effectiveness. Directors may not serve more than two consecutive terms unless approved by two-thirds of the Board.

Directors’ terms will expire according to the bylaws and as indicated in the Term Expiration Dates chart, included below. Directors shall have experience in one or more areas critical to Charter School success: education, school administration, real estate, school finance, corporate structure, accounting, law, leadership, or fundraising.

Our Board is composed of individuals with significant experience in charter school management, education, school administration, school finance, education technology, real estate, and fundraising. New directors will be recruited and nominated by the governance committee or the entire Board as described below.

Table. Board Members, Positions, and Term Dates

Member	Position	Term Expires
Jennifer Moses	Chairperson	2021 (December)
Ron Beller	Secretary	2023
Margarita Flores Vasconcelos	Board Member	2023
Tony Adams	Treasurer	2021 (December)
Carolyn Hack	Board Member	2021 (December)
Nolan Highbaugh	Board Member	2023
Andrya Huntsman	Board Member	2023

Jennifer Moses, Caliber Founder and Board Chair

Jennifer Moses has spent the past two decades in education, public policy, and philanthropy after a career in investment banking. Most recently, she co-founded and was CEO for seven years of Caliber Public Schools, a TK-8 charter school group in the East Bay with 1,700 students. She is now Board Chair. She is a founding Trustee of Absolute Return for Kids (“ARK”), one of the largest children’s charities in the UK, and co-founder and Chair of King Solomon Academy, an all-through state school in London. She is a partner at Ed-Mentor, LLC, a VC fund that invests in education technology startups. Prior to moving to California in late 2009, she was a senior policy adviser to then British Prime Minister, Gordon Brown. She was previously Chief Executive of the policy think tank CentreForum, following her banking career as a Managing Director with Goldman Sachs. Jennifer is a graduate of Brown University, where she serves on the Corporation and is Chair of the Budget and Finance Committee, and Harvard Business School. She is married with three children.

Margarita Flores Vasconcelos, Caliber Board Member

Margarita Flores Vasconcelos is a Senior Director at the Chan Zuckerberg Initiative (“CZI”). On the education team, Margarita has managed and launched several portfolios and associated teams. Currently, Margarita leads a team focused on advancing inclusive and participatory work both within CZI and the field of education. Prior to joining CZI, Margarita supported districts like NYC Department of Education and non-profit organizations like Teach For America to redesign school and program models. Margarita has also worked to launch independent school networks in India, Indonesia, and Mexico. Margarita was the founding principal of KIPP Comienza Community Prep, a national blue-ribbon school. 85% of her staff were women of color, and she developed 12 of the 33 teachers she hired to become school and district leaders. Margarita also worked as a school district administrator, national recruiter, and spent 8 years teaching elementary students in East LA and Oakland.

Tony Adams, Caliber Board Member

Anthony Adams is an independent consultant in Vallejo, California working with organizations through his firm, groupVision (US). Anthony graduated from the University of Arizona with a degree in

economics. Prior to moving to California, as president of groupVision (Switzerland) AG in Zurich Switzerland, he consulted with companies and institutions throughout Europe and Asia for twenty years. Anthony's European clients included management teams in banking, re-insurance, technology, chemicals, pharmaceuticals, manufacturing, the food Industry, state agencies and the United Nations. Prior to his consulting career Anthony was a captain in the US Air Force stationed at Travis AFB and for three years in France. For seventeen years, he managed the family contracting, arid-plant nursery and tree business in Arizona. Anthony consulted on environmental projects for the Saudi royal family and for five years managed a start-up contracting firm in the Middle East for a Lebanon-based company.

Anthony was a planning commissioner and chair of the general plan working group for the city of Vallejo where he also served on the board of directors for two local museums.

Anthony was a routine guest lecturer at business schools including the University of St Gallen, University of Zurich, Rotterdam School of Management and the EPFL and IMD in Lausanne, Switzerland specializing in group collaboration and brainstorming techniques for risk-assessment, decision making, problem solving, negotiations, visioning and strategy development. Anthony trained consultants in risk-assessment skills at Deloitte, Cap Gemini, KPMG, and PriceWaterhouseCoopers. Over-arching themes emerging from Tony's work with computer-supported collaboration tools include: Learning Organizations, Knowledge Management, Vision Mapping and Systems Thinking for management teams.

Carolyn Hack, Caliber Board Member

Carolyn Hack is currently a Senior Consultant for the KIPP Foundation, working with Executive Directors of KIPP regions on capacity building projects throughout the country. From 2015-2018, Carolyn led Aspire Public Schools, a charter management organization educating student in California and Memphis across 40 schools, as the Chief Executive Officer. For nearly a decade prior, Carolyn acted as the Chief Operating & Financial Officer at Uncommon Schools. She joined Uncommon Schools as Director of Finance in the summer of 2006 and began serving on the leadership team in 2009. During Carolyn's tenure, Uncommon expanded to 45 high quality schools in the Northeast and was awarded the 2013 Broad Prize for Public Charter Schools. At the very beginning of her career in education, Carolyn taught high school mathematics and coached basketball and soccer for five years in Northern California. As a teacher, she received "Outstanding Young Teacher Award" and yearbook dedication from Senior Class.

Carolyn received her B.A. in Economics from Johns Hopkins University, her M.A. from Stanford University's School of Education, and her M.B.A from Columbia Business School. In addition, Carolyn was selected as a Broad Fellow in 2007 and a Pahara-Aspen Fellow in 2014. Carolyn is a Paris lover, design and architecture hobbyist, Roger Federer fanatic, film and outdoor enthusiast, and steadfast yogi.

Ron Beller, Caliber Board Member

Ron Beller has been active in education for the past 11 years. He led the Children First reform program and restructuring of the New York City school system, the largest in the country with more than one million students, working under Chancellor Joel Klein. He is co-founder and Chair of Governors of King Solomon Academy an all-through state school in London which has been rated "Outstanding," the highest ranking by OFSTED, the UK schools' inspectorate. He is a co-founder and board member of Ark Schools, a high performing network of 31 state schools in the UK and is a founding board member of Leading Educators, a New Orleans based teacher leader training organization. Ron was founder and CEO

of investment companies Branch Hill Capital and Peloton Partners and was a partner at Goldman Sachs, a global investment bank. Ron is a graduate of Brown University. He is married with three children.

Nolan Highbaugh, Caliber Board Member

Nolan provides legal counsel to the KIPP Foundation on a wide range of issues including strategic decisions, transactions, human resources, governance, and real and intellectual property. Prior to joining KIPP, Nolan worked as an Associate in the Public Finance Department of Orrick, Herrington & Sutcliffe, LLP. Before entering law school, Nolan was a Budget and Policy Analyst for both the Chief Administrative Office of Los Angeles County and the Office of Mayor Willie L. Brown Jr. in the City and County of San Francisco.

Nolan attended U.C. Berkeley where he earned a Bachelor's degree in International Political Economy and a Master's in Public Policy. He earned his JD from Stanford Law School and is a member of the California State Bar Association. Even more noteworthy, Nolan volunteers as a Section Leader for the San Francisco Chinese New Year Parade with twelve years and counting under his belt.

Finally, Nolan is very proud to have been born and raised in Vallejo, CA where he returns on a regular basis to visit family and conduct 'VIP' tours of the city for friends.

Andrya Huntsman, Board Member

Andrya lives in Vallejo and works as a Senior Architectural Designer at Amato Architecture. A married mother of two, including a son with Autism and a daughter with ADHD, Andrya has been passionate about disability rights and about advocating for children with special needs for over a decade. Prior to enrolling her children with Caliber, she sat as Co-Chair for the Vallejo City Unified School District Community Advisory Committee and represented the Vallejo Community Advisory Committee at the Solano County Special Education Advisory Committee. Andrya joined the Caliber family just before they applied for their Vallejo charter and has since diligently supported the Caliber mission and community as a Founding Family. Andrya holds a Bachelor of Science in Interior Design from the Art Institute of San Francisco and finds designing for ADA, universal design, and accessible design to be near and dear to her heart. Andrya is also passionate about art and music, hiking, mountain biking, kayaking, and watching her children thrive.

Section D.4 Roles and Responsibilities of the Board

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

- Ensure that all Caliber Public Schools, including Caliber: High School adhere to the goals outlined in their charters, as well as state and federal guidelines and other Caliber Schools policies.
- Hold the leadership of the Caliber Public Schools' School Support Organization ("SSO") accountable for overall network performance.
- Provide support to the SSO 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 board members.
- Assess board performance.

The Caliber Public Schools Board of Directors will meet at least quarterly. Meeting notices and agendas will be posted in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The Board will 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-4, 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. As required, the Conflict of Interest Code has been approved by the Fair Political Practices Commission. The 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 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 Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Board will attend an annual in-service 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.

Board Committees

The Board has 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 Board may also appoint other temporary ad hoc committees composed of staff, parents, community members or other members of the public with varying areas of expertise. Examples of possible ad hoc committees include: Development, Academic, and Real Estate.

Section D.5 School Support Organization (SSO)

Caliber: High School will be a member of the Caliber Public Schools network. All schools in the network receive support and services from the School Support Organization in exchange for a fee. Services include, but are not limited to:

- Hiring the School Leader
- Holding the School Leader of the Caliber: High School accountable for the academic and fiscal performance of the Charter School.
- Recruiting school teachers and staff jointly with the School Leader
- Advocating on behalf of Caliber: High School by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- LCAP/LEA Support
- Providing high-quality training and support for the School Leader and operations coordinators
- Developing training materials to be used by the School Leader and operations coordinators at each school site
- Providing technical support, including on-site tech support staff, network support, and hardware and software procurement, installation and maintenance
- Enrollment services
- Real estate services
- Procurement services
- HR administrative services (e.g., payroll, benefits, & 401(k) administration)
- Budgeting and financial reporting
- Finance, accounting, and bookkeeping services
- Fiscal and student reporting services (e.g., grant, budget, and CALPADS reporting)
- Compliance in conjunction with the School Leader
- Facility management support
- Meal program support
- Fundraising
- Data management
- Innovation and curriculum development
- Development of assessment rubrics

The School Leader has responsibility at each Caliber Public School 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.

Caliber Public Schools SSO Staff

The Caliber Public Schools' SSO is staffed to support each of the schools in the Caliber Public Schools network. The following members of the SSO team will be directly supporting the Caliber: High School.

- Chief Executive Officer ("CEO")
- President
- Head of Schools
- Senior Managing Director of Teaching & Learning

- Managing Director of Special Education & Student Services
- Head of Talent
- Head of HR
- Head of Data, Research, and Analytics
- Regional Director of Operations
- Managing Director of Special Education and Student Services
- Talent and Communications Lead
- Assessment and Data Manager
- Data Associate

Please find an organizational chart for the Caliber Public Schools SSO in Appendix D-5 and job descriptions for all SSO roles in Appendix D-6.

Section D.6 School Leader

The School Leader will be the instructional and cultural leader of Caliber: High School. They are responsible for ensuring that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate outstanding academic progress for all students at the Charter School. The School Leader will report directly to both the CEO and Head of Schools, and is responsible for the orderly operation of the Charter School and the supervision of all employees at the Charter School. Their tasks may include but are not limited to the following:

- Ensure Caliber Schools: High School lives up to its mission and vision;
- Coach, evaluate and support all teachers and staff;
- Communicate with and report to the SSO;
- Operate within constraints of the Board-approved school budget;
- In partnership with the SSO, participate in and develop professional development for school staff;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal law and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the SSO;
- Complete and submit required documents as requested or required by this charter and/or the SSO and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Ensure the security of the school building;
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the School Accountability Report Card ("SARC");
- Manage student discipline and, as necessary, implement the suspension and expulsion process;
- Participate in IEP meetings as necessary;

- Drive instructional excellence by 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 high performers, and create opportunities for professional growth;
- Engage students by being a visible, impactful 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;
- Direct and supervise the behavioral program of the Charter School, instituting supportive student discipline policies to meet student population needs by incorporating Restorative Justice, Mindfulness, and Positive Behavior Interventions and Supports;
- Collaborate closely with the operations coordinator to ensure a safe and consistent school environment for students, and
- Plan the master schedule of classes as well as co-curricular supports for students.

Section D.7 Parental and Community Involvement

Caliber: High School will operate under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education. Parents will be a vital part of this partnership. Throughout the school development process and beyond, Caliber: High School will involve parents as key stakeholders in the Charter School.

Parents and families of Caliber: High School students will have ongoing opportunities to communicate and engage with school leadership and the Board. The Board may invite parents to join standing or *ad hoc* committees of the Board. Additionally, all board meetings will be open meetings as required by the Brown Act. Parents will be notified of meeting times and locations so that they may attend to offer public comments to the Board, offer feedback about the Charter School, or make suggestions for board action on items being discussed by the Board.

Caliber will conduct an annual parent satisfaction survey. The results of this survey will be evaluated closely by the Board and will be included in an annual Board update at a Board meeting. Please find the Family Survey items in Appendix B-2.

Parent Communication and Involvement	Who is Responsible
Multiple community information sessions before and during the enrollment period	School Leader, Director of Operations
Home visits for most enrolled students before the beginning of the school year	School Leader and Teachers
Family Orientation sessions following the enrollment period and the week before the first day of school	School Leader, Director of Operations

Family Commitment with each parent/guardian (via Student/Family Handbook)	Teachers, Parents, Students
At least two teacher/family conferences each year	Parents/Guardians, Teachers, Students
Bi-monthly newsletters to all families in English and Spanish	School Leader, Office Manager
Bi-Weekly Class Newsletters	Grade Level teaching teams

The Charter School will provide a variety of opportunities for interested families to volunteer at school, should families be available and willing. 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 will contribute according to their capacity. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School

Building strong links with the local community is critically important to Caliber's success. Caliber will seek to partner with individuals and organizations in the community that complement Caliber's mission. These outreach efforts may include working with community organizations in the neighborhoods in which most of our students live and where the Charter School is located.

Examples of Vallejo community partnerships could include:

- **Summer Academy for Student Success (SASS).** A summer program for students in Vallejo with opportunities to connect with local scientists and visit workplaces and research labs.
- **Lawrence Berkeley National Laboratory.** Caliber partners with LBNL to provide science instruction and enrichment including Family Science Nights.
- **Immersive Learning Center.** An immersive STEAM (Science, Technology, Engineering, Arts, and Math)- focused community education center offering academic enrichment and support to students and families in Vallejo.
- **Vallejo Project.** Caliber has begun a dialogue with the Vallejo Project around working together for community involvement and potential after-school program partnership.
- **Greater Vallejo Recreation District.** Provides parks and recreation programs for children and families in Vallejo. They offer many camps and activities for high-school-aged students, and Caliber: High School can ensure that more students learn about and enroll in these programs.

Caliber Public Schools will also create opportunities to involve members of the community in supporting the charter schools, particularly through the College and Career Program. The Charter School's volunteer program may be composed of community members, the business community, college students, and parents. Volunteers may perform duties that include small group tutorials, support for field trips and other extra-curricular activities, and career days.

Element E: Employee Qualifications

The qualifications to be met by individuals to be employed by the charter school. -- Education Code 47605(c)(5)(E)

Section E.1 Certification

Caliber: High School will conform to Education Code Section 47605(l)(1), 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: High School will employ teachers at the Charter School who are well qualified and fully compliant with ESSA requirements. 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. Certificated teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. Caliber: High School will maintain a current copy of teacher certificates on file and ready for inspection. The School Leader will monitor the credentials and ensure that the necessary documentation is on file. Caliber: High School 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 will not assign grades or approve student work assignments without the approval of a teacher.

Section E.2 Commitment

All prospective staff must show a strong desire to work an academically intense curriculum, commit to an extended school day, 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 Caliber: High School and Caliber Public Schools.

All Caliber: High School faculty will:

- Abide by federal, state, and local law.
- 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 law regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in this charter.
- File necessary reports of child abuse.

Section E.3 Hiring and Compensation

The Charter School will recruit teachers through various channels including university career fairs, Teach for America Alumni, Ed Join, the Caliber Public Schools website, and graduate schools of education.

Each applicant will undergo formal interviews to ensure that he/she meets the requirements of the role as described below and that his/her values are aligned with the Caliber Public Schools educational philosophy. Prospective teachers will develop a project-based unit to demonstrate their understanding of the subject matter. The School Leader will be responsible for the final hiring decision.

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

Compensation

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

It is Caliber's belief that teachers are, and should be treated as, professionals, and, as such, are not hourly employees. In addition to salary, teachers will be offered a competitive benefits package. Salary and stipends will be outlined in formal employment offer letters signed by Caliber: High School and the employee. Standards of professional conduct will be clearly explained in the Employee Handbook.

Section E.4 Staff Roles and Responsibilities

School Leader

The School Leader coordinates all campus level planning and decision-making that involves the Charter School's professional staff, parents, and community members. While serving as general manager of the entire Charter School, the School Leader's primary role is to serve as instructional leader of Caliber: High School. They will be expected to spend significant time in classrooms supporting and developing teachers. As described below, Caliber's staffing model ensures that the School Leader has sufficient operational support on campus to enable him/her to focus on instructional leadership. The School Leader must exhibit excellence in instructional leadership, management ability, self-awareness and humility, and innovation and adaptability. See Appendix E-1 for a job description of the Caliber: High School Leader, along with details for the selection process.

Teachers

Teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. teachers will additionally be responsible for ensuring the Charter School's values are lived through the Charter School's culture. See Appendix E-2 for the job description.

Program Specialist

The Program Specialist shall serve the supervisor of the Special Education Department and will maintain a caseload of special education students. See Appendix E-3 for the job description.

Education Specialists (Special Education Teachers)

Education Specialists will be responsible for ensuring that all special education students are meeting the goals outlined in their IEPs. Education Specialists will additionally be responsible for ensuring the Charter Schools' values are lived through the Charter School's culture. See AppendixE-4 for the job description.

ELD Coordinator

The ELD coordinator shall be the instructor for designated ELD and Advanced Literacy. The ELD Coordinator is also responsible for administering ELPAC, maintaining parent communication regarding

EL status, and provide specialized instruction-focused professional development for teachers. See Appendix E-5 for the job description.

College and Career Counselor

The College and Career Counselor shall have a caseload of 11th and 12th graders for whom they will support through the college admissions process. The College and Career Counselor is also responsible for arranging outside-of-school community engagement activities, and tracks completion of the community engagement graduation requirement. See Appendix E-6 for the job description.

Lead SEL Clinician

The Lead SEL Clinician will supervise the team of clinicians in their implementation of SEL activities in 1:1 and small group settings. They will collaborate with the school's leadership team in the design and implementation of school-wide SEL initiatives and progress monitor the SEL program. See Appendix E-7 for a job description.

Support SEL Clinicians

SEL clinicians will conduct specialized individualized and group counseling services. SEL clinicians will collaborate with teachers to craft specialized behavior plans and hone instructional strategies to build social-emotional competence. See Appendix E-8 for a job description.

Other Administrative Roles

Additional administrative roles at Caliber: High School will include:

- **Assistant Principal.** Caliber will hire a total of three Assistant Principals over the course of the first four years. Reporting to the School Leader, one Assistant Principal will serve as the STEM instructional leader at the Charter School; one will serve as the Humanities instructional leader at the Charter School; and a third Assistant Principal oversees the social-emotional programming and school culture. They will also be responsible for parent engagement and disciplinary management on campus. See Appendices E-9 and E-10 for job descriptions.
- **Director of Operations.** Reporting to the School Leader and the Caliber Public Schools Director of Regional Operations, the Operations Coordinator will oversee all operational management of the Charter School including, but not limited to, technology infrastructure, facilities maintenance, food service and compliance. See Appendix E-11 for a job description.
- **Office Manager.** Reporting to the Director of Operations, the Office Manager will support all daily operations at Caliber: High School. They will play a critical community liaison role by greeting all visitors, including families, as they enter the school. They will manage two school secretaries. As such, it is a requirement that the Office Manager be bi-lingual in English and Spanish. See Appendix E-12 for a job description.
- **Lead Interventionist.** The Lead Interventionist will support master scheduling, placement in intervention courses, monitor college eligibility and GPA, and manage transcripts. See Appendix E-13 for a job description.

Evaluation

All Caliber: High School staff will be evaluated formally by their supervisor (the School Leader, an Assistant Principal, the Program Specialist, or the Director of Operations) annually. Annual goals and objectives will be developed jointly by each staff member and his/her supervisor in accordance with the

mission and vision of Caliber: High School and aligned to our teaching for excellence rubric. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Those staff members not meeting expectations will be given at least one verbal warning followed by two written warnings and thirty (30) days' notice and then may be terminated. If a complaint arises regarding the evaluation process, an employee should attempt to resolve the issue with the immediate supervisor who conducts the employee's evaluation.

See Appendix E-14 for the Teaching Excellence Rubric, Caliber's teacher evaluation rubric. See Appendix E-15 for the Leadership Excellence Rubric, Caliber's leader evaluation rubric.

Non-certificated staff receive support throughout the year from their manager/ supervisor. Instructional support staff such as paraprofessionals are supported through the use of a rubric, attached as Appendix E-16, and operations staff members determine their goals alongside their manager at the beginning of the year. Throughout the year managers and direct reports return to these goals and/or rubrics to assess growth and discuss next steps. A general outline of the process for all non-certificated staff are as follows:

- At the beginning of the school year, staff and their managers set annual priorities and goals to align with those priorities.
- Managers and direct reports meet regularly with their manager to review these goals
- As a part of the performance monitoring process, staff complete a self- evaluation.
- Staff and leadership participate in a skip-level feedback process, whereby staff provide feedback about their manager to their manager's supervisor.
- An annual performance review from the staff's manager
- If staff disagree with their performance review, they have the opportunity to document that disagreement and/or submit their concern to HR.
- If at any time during the year an employee is not meeting the requirements of their job, they can be put on a Performance Improvement Plan (PIP). The PIP outlines more specific benchmarks, timelines and deadlines that must be met by an employee to demonstrate effective performance.
- Caliber Public Schools has a formalized HR process for issues that could result in termination.

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, Caliber: High School 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 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

Caliber: High School will follow 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. Caliber: High School 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 Public Schools' Head of HR is responsible for monitoring compliance with this policy and reports to the Caliber Public Schools 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 Caliber: High School employees are mandated to child abuse reporters and follow all applicable reporting laws. Caliber: High School 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. Caliber: High School 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. Caliber: High School 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

Caliber: High School 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 will develop 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

Caliber: High School 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.

Medication in School

Caliber: High School will adhere to Education Code Section 49423 regarding the administration of medication in school. Caliber: High School 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. Caliber: High School will adhere to Education Code Section 49450, *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

Caliber: High School 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 of human trafficking prevention resources.

Feminine Hygiene Products

Caliber: High School 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

Caliber: High School shall provide each 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

Caliber: High School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12, 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, and 47605
- Procedures for conducting tactical responses to criminal incidents

Food Service and Other Auxiliary Services Safety

Caliber: High School will contract with an outside agency for its foodservice needs. Caliber: High School 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

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

Pandemic-Related Health and Safety Procedures

Caliber: High School will 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.

Mental Health Services

Caliber High School shall notify students and parents/ guardians twice annually (once at the beginning of the year concurrently with registration and again after the winter break), regarding how to initiate access to available pupil mental health services in accordance with Assembly Bill 2022, Section 49428.

Emergency Preparedness

The Caliber: High 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 staff will be trained on emergency preparedness procedures in the School Safety Plan.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

CPR Training

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

Bloodborne Pathogens

Caliber: High School will meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The 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

Caliber: High School will function as a drug-, alcohol-and tobacco-free workplace.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Caliber: High School 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. Caliber: High School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Caliber: High School (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. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

Caliber: High School 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: Student Population Balance

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, among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. - Education Code Section 47605(c)(5)(G)

Caliber High School will maintain a recruitment strategy with the intention of ensuring a student population balance that closely reflects the demographics of those living within Vallejo City Unified School District.

Recruitment Strategy

The Caliber Public Schools School Support Organization will have a student recruitment lead whose responsibility will be to drive the student recruiting strategy and implementation. This staff member uses annual family survey data to continuously monitor the elements of the Charter School that most attract families, and regularly adjust strategy based on outcomes. The student recruitment lead, in conjunction with Caliber's SSO team will analyze data by comparing enrollment of Caliber High School and the District, and act to ensure that the balance of student enrollment closely matches the District.

Our team has developed relationships with Vallejo parents, local community organizations, and churches, as well as grown an online presence on key social media and created an easily accessible website with enrollment information.

Caliber has and will continue to use a variety of strategies to ensure our student body's diversity reflects that of the community. These strategies include, but are not limited to, the following:

- Adopting an open enrollment timeline that allots ample opportunity for outreach to students and families, information sessions, and parents to submit required enrollment materials
- Distributing brochures, flyers, and other marketing materials in English and Spanish in neighborhoods, local grocery stores and coffee shops, and community organizations
- Conducting outreach to a broad base of culturally diverse community organizations including churches, youth centers education support organizations, local sports leagues, neighborhood groups, and other leadership organizations
- Involving Caliber families in the recruiting activities, from sharing information to inviting families to share their experiences with prospective families at open house events
- Presentations and information distribution at community events, community centers, local businesses, libraries, social services agencies, faith-based organizations, grocery stores, farmers markets, and shopping centers
- Translating all enrollment materials, information sessions, and parent meetings in both English and Spanish
- Hosting information sessions to provide information about Caliber: High School's mission, educational program, and curriculum
- Outreach to local television, radio, and print media reporters
- Outreach to online groups such as Vallejo Happenings and What's Happening in Vallejo Schools on Facebook

- Hosting special community events where prospective families can meet Caliber staff and network with one another
- Hosting Facebook and Instagram LIVE events for prospective families in both English and Spanish
- Communicating clearly in all outreach efforts and marketing materials that Caliber: High School is prepared to serve all student populations, including academically low-achieving and low-income students, along with English Learners and students with special needs.
- Utilizing social media and other online means to increase awareness of Caliber: High School.
- Working alongside parent leaders to leverage their networks to recruit families.

So far, Caliber Public Schools has held information sessions and parent information nights virtually on through the Fall of 2020, the Spring of 2021, and Summer 2021. Parent organizers and volunteers have had hundreds of conversations at the Vallejo Farmers Market with prospective families. Caliber: Public Schools has also sponsored local events through the GVRD to reach families and tabled at the Kennedy Public Library to discuss the high school with prospective families. Parent organizing meetings have taken place throughout the spring and summer at ChangeMakers Academy and the Caliber: High School team will host Open House events throughout the Fall so families who are not yet familiar with Caliber have an opportunity to meet the team and learn about the existing program, along with the plans for the Caliber: High School. A selection of distribution materials we have developed so far can be found in Appendix 1-3.

Achieving Student Population Balance

Caliber: High School will keep on file documentation of the efforts made to achieve a student population balance, as well as an accurate accounting of the demographics of students enrolled in the Charter School.

In order to ensure a student population balance, Caliber will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of the balance of students enrolled in the Charter School.
- 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.
- Develop and distribute flyers or brochures describing the special education program.
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Visit middle schools that will serve as feeders to Caliber.

We are committed to ensuring that all outreach efforts are accessible and welcoming to students and families from all backgrounds. Calber High School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status or association with an individual who has any of the aforementioned characteristics).

Element H: Admission Policies and Procedures

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

Caliber: High School shall be an open-enrollment, tuition-free public school with no academic or discipline-related requirements for admission. The Charter School will be nonsectarian in its programs, admission policies, and all other operations. 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.

Section H.1 Admissions Timeline and Process

Caliber: High School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be admitted to students prior to acceptance and enrollment into the Charter School. Caliber: High School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Caliber High School will actively recruit a group of diverse students who are invested in our school's mission. Admission to the school will be open to any resident of the Vallejo City Unified School District and surrounding areas.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their 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 August of each calendar year for the following school year, beginning with the Caliber: High School advertising the open enrollment period. The recruitment process will begin in September of the previous year and will be held through the beginning of March. During this period any student who expresses his/her intent to enroll will do so by

completing an online Intent to Enroll form through an online enrollment program (currently, SchoolMint).

Upon receipt of the required documents to enter into the lottery through the online enrollment program, the student's parent/guardian receives the rules that will be followed during the lottery process. If admitted through the random public drawing, the student may formally enroll by completing and submitting the full registration packet, which is provided to families following the lottery.

Registration packets for students who are admitted include the following:

1. Student/Parent Emergency and Disaster Information
2. Annual Health Inventory Form
3. Policies distribution and signatures
4. Ethnicity and Home Language Survey
5. Proof of Age
6. Copy of Guardian Identification
7. Report of Health Examination for School Entry
8. Cumulative Records Request⁶⁸
9. Oral Health Assessment Form
10. Proof of Immunization
11. Last report card

Section H.2 Public Random Drawing

At full capacity, Caliber: High School will serve approximately 600 students in grades nine through twelve. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Caliber Public Schools currently uses SchoolMint, a widely used platform that tracks and documents all lottery procedures and outcomes, and communicates these procedures to all applicants. Caliber: High School shall also use SchoolMint to track and document lottery procedures. In addition to notifications provided through the SchoolMint platform, lottery procedures will be posted on the Caliber: High School website. Once a family completes an application, their information is in SchoolMint, which shall also automatically send updates to the applicants including a notification of application confirmation, lottery date if applicable, lottery outcomes if applicable, and instructions for enrollment.

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, Caliber: High School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

The date and location of the lottery shall be shared with all applicants via SchoolMint and the school's website so that all interested parties may attend and observe the lottery.

⁶⁸ In accordance with Education Code Section 47605(e)(4)(B), 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.

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

1. 8th graders enrolled at Caliber: ChangeMakers Academy
2. Siblings⁶⁹ of students admitted to or attending a Caliber school
3. Students currently enrolled in or previously attended a Caliber school
4. Children of Caliber teachers and staff
5. Children of Caliber Board members
6. Children of founding team members, as defined per Board policy
7. Children who are residents of the District and eligible to receive free or reduced-price meals (“FRPM”) (as determined by federal guidelines)⁷⁰
8. If the Charter School is physically located in the attendance area of a District public elementary school in which at least 55% of the enrollment is eligible for free and reduced-price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference in accordance with Education Code Section 47614.5(c).⁷¹
9. Residents of the District
10. All other applicants

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Leader). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. SchoolMint randomly selects applicants according to the lottery preferences detailed in this petition. A non-Caliber staff member shall be invited to observe to lottery. Records of lottery procedures and documentation of fairly executed lotteries are maintained in perpetuity in SchoolMint. 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 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.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery.

⁶⁹ 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.

⁷⁰ 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.

⁷¹ This preference shall only be utilized in years when the Charter School is not eligible for the Charter School Facility Grant Program through its own student population demographics.

This wait list, also maintained in SchoolMint, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

As additional seats become vacant after the lottery, Caliber: High School will communicate with parents/guardians of students who have been promoted off the waitlist via phone calls, emails, and text message templates provided by SchoolMint. Each of these templates includes a timeline under which parents/guardians must respond in order to secure admission, along with procedures for enrollment.

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 school facility and in a space large enough to ensure all interested parties may observe the lottery.

Assurance regarding Student Records

Caliber: High School requests submission of student records upon enrollment at Caliber: High School and at no other time prior to enrollment.

Element I: Annual Fiscal Audit

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

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

On-site management of Caliber: High School's finances are the responsibility of the School Leader, who will be assisted by the Director of Operations.

We have created a proposed budget that reflects operational funding levels including revenues and expenses for our planning year and the first five years of operation. The financial assumptions and forecast can be found in Appendix I-2.

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

If Caliber: High School chooses to apply for the Charter School Revolving Loan Fund, we will comply with all obligations pursuant to Education Code Section 41365.

Section I.2 Annual Audit

An annual independent financial audit of the books and records of Caliber: High School 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 Board will have a Finance Committee that will annually oversee the selection of an independent auditor and will oversee the completion of an annual audit of Caliber: High School's financial books and records. This audit will be conducted in accordance 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 Caliber: High School's 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 the applicable Office of Management and Budget Circulars. Caliber Public Schools will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the Charter School to the auditors. The Charter School will also make available the receivable and disbursement files.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year unless an alternate date is published by the CDE.

The Audit Committee will review any audit exceptions or deficiencies and report recommendations to the Board as to how these have been, or will be, resolved. The Board will act upon these recommendations and report its actions to the District. Any disagreement between the District and Caliber Public Schools 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 Caliber: High School will be public record, to be provided to the public upon request.

Element J: Suspension and Expulsion Policy and Procedures

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).

Section J.1 Policy

The Student Suspension and Expulsion Policy and Procedures have 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 describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* Caliber Public Schools is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies 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.

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, expulsion, and involuntary removal.

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 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: High School will follow all applicable federal and state laws including but not limited to the applicable provisions of 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/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 the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing. The Charter School shall use the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, 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 removals for misconduct which may be grounds for suspension or expulsion below.

Section J.2 Procedures

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 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, 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 the student's own prescription products by a student.
- 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.

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 policy, "hazing" means a method of initiation or pre- initiation into a student 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 student. For purposes of this policy, "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 policy , "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 their own safety or for their 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 their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e).

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 volunteers and/or student(s) by creating an intimidating or hostile educational environment.

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 their age, or for a person of their 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 their physical or mental health.

c) Causing a reasonable student to experience substantial interference with their academic performance.

d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Caliber Public 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

d) An act of cyber sexual bullying.

i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (a) to (d), 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 policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

v) A student 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 or dangerous object of no reasonable use to the student 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 when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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.

b) Brandished a knife at another person

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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, 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 a student's own prescription products by a student.

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.

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 policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "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 policy, "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 their own safety or for their 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 their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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.

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.

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.

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 their age, or for a person of their 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 their physical or mental health.

c) Causing a reasonable student to experience substantial interference with their academic performance.

d) Causing a reasonable student to experience substantial interference with their 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

d) An act of cyber sexual bullying.

i. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, “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 student 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 student 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 or other dangerous object of no reasonable use to the student 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.

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 destructive device 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.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) 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 the student’s 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(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/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(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the 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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 (3) 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

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Leader or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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: High School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the

testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by 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 their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 the complaining witness 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 their discretion to remove a person from the hearing whom they 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 their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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 their testimony heard in a session closed to the public.

I. Expulsion Decision: 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 Board of Directors shall make the final decision regarding the expulsion 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, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. 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 and the student's 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 chartering authority. This notice shall include the following:

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

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

L. 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.

M. 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.

N. 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 (1) year from the date of expulsion when the student may reapply to Caliber Schools for readmission.

O. Readmission or Admission of Previously Expelled Student: The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school, district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, 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 the School Leader's or designee's 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 or admission to the Charter School.

P. Notice to Teachers: The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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

1. **Notification of SELPA:** Caliber: High School 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/guardian 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/guardian, 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/guardian 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/guardian 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/guardian 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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

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, as applicable. In compliance with Education Code Section 47611, Caliber Public Schools will 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 President 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 to a 401(k) program that will vest over three years. Staff may contribute additional funds. 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 the most valuable and convenient options to its employees that the organization can sustain.

Element L: Public School Attendance Alternatives

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 shall be required to attend Caliber: High School. 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 Caliber: High School, except to the extent that such right is extended by the local education agency. A student who chooses not to attend the Caliber: High School or whose conduct requires that student's involuntary transfer from the Charter School, may attend either a local public school to which s/he is assigned or chooses pursuant to District policy or the policy of another school district. In addition, s/he can pursue an inter district transfer in accordance with existing enrollment and transfer policies of the Vallejo City Unified School District.

Element M: Employee Return Rights

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 the Caliber: High School. Permanent employees of the VCUSD who leave their positions to work at Caliber: High School 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. Caliber: High School's 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 Caliber: High School that the District may specify, and any other rights upon leaving employment to work in the Caliber: High School 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

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).

Disputes between the Charter School and the District

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between Caliber: High School and the District pursuant to their respective policies and; (b) ensuring the high operational standards of the Caliber: High School while minimizing the oversight burdens on the District. With respect to each of these procedures, it is Caliber Public Schools' intention that all public commentary be withheld pending full resolution.

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

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

In the event of a dispute between Caliber: High School and VCUSD, the staff, employees, and 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 District Superintendent and the School Leader of Caliber: High School. In the event that VCUSD's Board of Directors believes that the dispute relates to an issue that could lead to revocation of this 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 Leader of Caliber: High School, leadership of Caliber Public Schools, and District Superintendent 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 Leader of Caliber: High School, and leadership of Caliber Public Schools, 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 District Superintendent, leadership from Caliber Public Schools, and School Leader 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 leadership. 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 Caliber: High School. 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.

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 Public Schools 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 the law to the Charter School.

Element O: Closure of the Charter School

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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 Caliber: High School 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 the Caliber: High School shall be documented by official action of the Board of Directors of Caliber Public Schools. 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 the Caliber: High School will be issued by the Charter School after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District.
2. Written notification to District, 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.
3. 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.
3. 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 the Caliber: High School students. All student records of the Caliber: High School shall be transferred to VCUSD upon closure. If VCUSD will not or cannot store the records, Caliber: High School shall work with VCUSD to determine a suitable alternative location for storage.
4. 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.
5. 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 Caliber: High School, 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 Caliber: High School. The assets of the Caliber: High School shall first be prioritized towards paying any debts of the Caliber: High School 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 applicable law 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 of school closure and will be provided to VCUSD promptly upon its completion.

6. This audit will be conducted by an independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Caliber: High School 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 the Caliber: High School. Any unused restricted monies at the time of the audit will be returned to the appropriate funding source, as required.

7. 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 the Caliber: High School remains District property, is not an asset of Caliber: High School, and must be returned to VCUSD when the Caliber: High School closes.

8. For six calendar months from the Closure Action or until budget allows and closure is complete, whichever comes first, sufficient staff as deemed appropriate by the Caliber Public Schools 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.

9. The Caliber Public Schools 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.

10. 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.

11. As specified by the Budget in Appendix I-2, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

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

Caliber: High School will ensure that it operates using a sound financial model. The pre-opening and four-year budget with cash flow and assumptions can be found in Appendix I-2. These documents are based upon the best data available to the petitioners at this time.

The budget demonstrates that when the Charter School is fully enrolled with 600 students, it expects to be sustainable on public funding.

Financial Reporting

Caliber has drafted a complete set of fiscal control policies and procedures (Appendix I-1) for the Charter School's operation. Caliber: High School shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan 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.

Insurance

Caliber: High School 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. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District. Insurance coverage amounts will be based on recommendations provided by the District and the Charter School's insurer.

Administrative Services

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 Caliber: High School 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. 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" means an amount computed by the local control funding formula pursuant to Section 42238.02, as implemented by Section 42238.03.. 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 reports daily attendance requirements to VCUSD in a format acceptable to the District and State. Required reports regarding daily attendance are completed and submitted to requesting agencies.

Facilities

The facilities to be used 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: High School will operate within the boundaries of Vallejo City Unified School District. Caliber: High School will operate within the boundaries of Vallejo City Unified School District and intends to apply for use of district facilities under Prop 39 in its initial years of operation. In the event that the legally compliant offer made by VCUSD for a charter school facility does not align with Caliber: High School's desired location, we are confident we will find a suitable temporary private facility to meet our needs while we continue a dialogue with VCUSD around Prop 39 options.

Our hope is to develop and move into a private facility in the long term as we did at Caliber: ChangeMakers Academy. To that end, Caliber will initiate conversations with the Vallejo planning department to identify appropriate private sites and will contact VCUSD to discuss surplus school property that may be for sale. Caliber Public Schools has sufficient cash and/or access to debt financing to pursue a private option as has been demonstrated by its successful move into a private facility for ChangeMakers Academy.

The following represents a general outline of the facilities that Caliber anticipates for its opening year assuming the forecast of 150 9th grade students. The outline will be refined as part of the formal Proposition 39 ("Prop. 39") facilities proposal and further details will be provided in the Charter School's application for Prop 39 facilities that will be submitted on or before November 1 as required by that timeline.

5 Ninth grade classrooms that can accommodate at least 25 students each (at least 960 sq ft each). Each room needs to have extensive whiteboards on the walls and tables and desks for students. Classrooms should be large enough to accommodate a teacher's desk, bookshelf, and a file cabinet.

1 Ninth grade classroom equipped for lab instruction, with at least two sinks.

Additional classrooms for programs such as art, computer science, etc. in a quantity that is comparable to other district facilities.

A lobby for students and visitors to congregate and for parents to wait so they do not linger outside the building.

7 private office/enclosed spaces, for the School Leader, Assistant Principal, counselors, special education teachers, and for special education or other 1:1 testing (e.g., ELPAC).

Conference Room /teacher collaborative work /break space sufficient to accommodate 15 staff, with a refrigerator, sink, and space for microwave.

Common Space with audio-visual infrastructure for 150 students and up to 20 adults to meet for assemblies, performances, or other school events.

Gymnasium for fitness education, clubs, and athletics with high-school regulation size basketball court and outfitted for a volleyball net.

Shared front office space for administrative staff: Director of Operations and Office Manager.

Server room with proper air conditioning.

A space to serve hot lunch and house a food warmer and refrigerator. The food service area must be within 20 feet of a sink/ "food preparation" area limiting its location. Space must conform to any applicable City and County health code requirements for meal service in a school setting.

Bathrooms and water fountains sufficient to accommodate 150 students and up to 20 adults meeting code requirements.

Outdoor space/fields for physical fitness and sports programs in a quantity and size that is comparable to other district facilities.

Broadband internet and WiFi infrastructure sufficient to support the demands of 150 students and up to 20 adults to access online resources concurrently (the Charter School will provide all staff and students with computers and they are expected to be accessing the internet frequently throughout the school day).

Additional needs:

- A space for two large photocopiers and extra supply storage
- Space for locked cumulative file storage within one of the enclosed office spaces
- Teacher mailboxes
- A reception desk with phone
- A common space that has bookshelves for a library
- Space for laptop/ Chromebook storage
- Space for community members' families to access an internet desk with internet access and power

Transportation

The Charter School does not anticipate the need to make arrangements for transportation of the students, 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 once Caliber becomes an LEA and a member of the SELPA as intended by this charter.

Impact on the Authorizer

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

Intent

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

Civil Liability

Caliber: High School 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 Schools and the District intends 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 Charter School's 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 Caliber: High School.

The 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.

Conclusion

By approving this charter, the Vallejo City Unified School District will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools. Families in Vallejo have expressed a need for high-quality academic preparation at the high school level, and we are eager to be able to serve the community in this manner.

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.

Caliber: High School will be a high-quality academically-centered charter school with a mission to ensure 100% of students are college and career ready. Caliber's legacy of improving student learning in Vallejo demonstrates that students can and will achieve in grades 9-12 at Caliber: High School.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

Caliber Public Schools to end educational equity by providing excellent education to traditionally marginalized students. Caliber: High School's tiered intervention programs and data monitoring will support the acceleration of achievement for students who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

Caliber: High School will be a model for centering social-emotional learning for high school students as a means to improve academic outcomes, and infuses research-backed best practices into all classrooms.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Teachers at Caliber: High School will find numerous opportunities for leadership: whether it be as a grade level or department lead, an extracurricular advisor, or another teacher leader role. We will also encourage teachers to identify avenues for leadership that are interesting to them and will benefit the school as a whole.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Caliber: High School will be a unique offering in our District for families, as there is currently no option for high school with a strong social-emotional foundation for learning.

(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.

Calber: High School shall be accountable for all pupil outcomes.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Vallejo public school system is currently losing families due to families choosing not to enroll their students in VCUSD-authorized charter schools or VCUSD-operated schools. This represents a significant lost economic development opportunity and “brain drain” for the community. A Caliber: High School can support the efforts to ensure more families remain within the VCUSD public school system for high school, and promote competition within the public school system to stimulate continual improvement across all public schools.

Appendix Files



Caliber: High School
Charter Establishment Petition
For the term of July 1, 2022 – June 30, 2027

Submitted to the Vallejo City Unified School District
September 8, 2021

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Petition Signatures: Parents/Guardians



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en Caliber Public Schools: High School. Por lo tanto, los suscritos a esta petición adjunta afirman que esta merece consideración y piden que la Junta Directiva Escolar del Vallejo City Unified School District apruebe esta petición charter, según lo provee la Ley Educativa 47605 et. seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Lorena Hernandez		1644 Alabama St. Vallejo CA	707-720-9545		1	6-8-21
2. Angela Marie Beltrán		255 Echo Summit RD	707-656-9005		2	6-8-21
3. Jentell Young		11080 Ren Court	510-753-1853		1	6-9-21
4. Nichelle Bay		201mauve st apt-D-2	707-219-3930	1	1	6-11-21
5. Serenity Dean		113 El Poco Pl.	510-779-4517		1	6/11/21
6. Steven Leakeville		750 Serenon Dr	707-731-3406	1	1	6/11/21
7. EFOSA OKUNGBOWA		55 VINE VISTA AVE 907	707-880-9121	1		6/11/21
8. JEMIMA PERIS		195 NALISTY DR	707-818-3000		1	6-11-21
9. Shirley Bowden		165 ODDSTAD DR #119	510-619-5562	1	1	6/11/21
10. Kimberly Ann		248 Francisco St	707-557-4416		1	6-11-21



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1. Jeanine Canady		154 Dan Ct. 94591	767-712-9159		1	6/9/21
2. Loretta M. M. M.		912 Sheridan St	916-494-4681		1	6-9-21
3. Patricia Cardenas		510 754-4033	752 bedward ave Vallejo Ca	1	1	6-9/21
4. Maureen Juviera		29 Kernell St. 94590	707-333-7219	0	1	6-9-21
5. Rickisha Stoe		341 Carnegie Dr. Vallejo 94599	(707) 704-5610	0	2	6/9/21
6. Julio Escobar		255 Sandyneck Way Vallejo 94591	(415) 971-8043	0	1	6-9-21
7. Maria Madrigal		137 Ruby Lane Vallejo 94590	(707) 315-4099	1	1	6-9-21
8. Guadalupe Moreno		900 Valle Vista Ave	(707) 315-4099	1		6-9-21
9. Matt Jackson		PO BOX 3025 Vallejo, CA 94590	(925) 204-9193	1	1	6-9-21
10. Koo Saechao		2514 Redwood St	707-567-7770	1	1	6/11/21



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1. Tashena Lancaster		1233 ANDREA way Vallejo, CA 94591	415-318-3713	0	1	6/8/21
2. LeRae Clark		925 Foster St., #102 Vallejo, CA 94590	510-827-7130		1	6/8/21
3. Caroline Miller		630 LAURENCE AVE Vallejo, CA 94590	415-242-2044	0	1	6/8/21
4. Fabio Ventura		141 Belvedere Ct Vallejo, CA 94589	415-233-5660	0	2	6-8-21
5. Chantel Burns		132 Frisbie Street Vallejo, CA 94591	707-239-9115	0	1	6-8-21
6. Luz Salcedo		3700 Tolome St #1 Vallejo, CA 94591	707-342-1941		2	6/8/21
7. Tette Pennis		122 BERNET Vallejo, CA 94591	707-294-3131		2	6/8/21
8. Ludiana Hernandez		835 La Croyada Dr. Vallejo, CA 94591	707-704-6040	1	2	6/8/21
9. Jose		1820 Louisiana St Vallejo, CA 94591	707-656-7160	0	1	6/8/21
10. Celina Ward		786 Elmwood Ave Vallejo, CA 94591	707-342-1450	1		6/9/21



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1. Dionne Oliva	Dionne D.	750 Serene Dr.	707 653-9761		3	06/03/21
2. Allison Dore	Allison Dore	811 Napa St	217 898-5429		1	06/03/21
3. Elizabeth Rodriguez	Elizabeth Rodriguez	1620 Aliso St	207 319-5793		2	6/3/21
4. Edith Luna	Edith Luna	7 Idora Ave	707 655-7270		1	6/3/21
5. Anten Torres	Anten Torres	500 Fleming Ave	213 474343		1	6-3-21
6. Marisa Peinado	Marisa Peinado	270 Nugent Dr	707 319 4681		2	6-3-21
7. Tiffany Saechao	Tiffany Saechao	256 Clearmont Dr.	510 926-9499		2	6-3-21
8. Timothy Norwood	Timothy Norwood	171 Oro Ct	707 656 9050		3	6-3-21
9. Tashiana Norwood	Tashiana Norwood	171 Oro Ct	707 648 6890		3	6-3-21
10. Yanna Chiles	Yanna Chiles	112 Benjamin St	707-307-8177		2	6/3/21



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1. CLAIRE RAMIN		252 COTTONWOOD DR VALLEJO, CA	510 710 7112	0	2	6/3/21
2. NUR FARHAN		114 BEACON CT W1 VALLEJO, CA	707 227 7229	0	2	6/3/21
3. Yaelina Hernandez		703 MAGAZINE ST VALLEJO, CA	707 712 9909	0	1	6/3/21
4. Bien-Elizabeth Payero		101 JASON CT. VALLEJO, CA	650 403 7772	0	1	6/3/21
5. Sarah Stansel		3117 ROCKY SHORE DR VALLEJO, CA	408 496 0131	0	2	6/3/21
6. Paula Hernandez		415 ARKANSAS ST VALLEJO, CA	415 937 3669	0	1	6/3/21
7. Arturo Macias		630 Echo Summit Rd VALLEJO, CA	925 584-2580	0	1	6/3/21
8. Mandish Kaur		159 Maher Ct Vallejo VALLEJO, CA	707-853-3658	1	1	6/3/21
9. Maryam Kaur		2940 SEORGIE ST. VALLEJO, CA	707 556 5756	2	2	6/3/21
10. Patricia Cardenas		752 Beechwood Ave VALLEJO, CA	707 333-7808	1	1	6/3/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Laria Lencor	[Signature]	905 Palbu st	(707) 310-5715	1	1	6/3/21
2. Etame Cumbi	[Signature]	831 6th st	(707) 517-8551	1	1	6/3/21
3. Margarita Arda	[Signature]	621 Springs Rd.	(707) 655-76	1	1	6/3/21
4. Maita Santiago	[Signature]	336c Temescal st.	(707) 334-7524	1	1	6/3/21
5. Raul Mendoza	[Signature]	157 Hogan Ave.	707-712-9736	1	1	6/3/21
6. Eleduvira Saenz	[Signature]	410 Hears Ln. Valley	707 862.9739	2	2	6/3/21
7. Myriela Silva	[Signature]	2007 Alameda St	(510) 776-2937	-	2	6/3/2021
8. Abraham Rizo	[Signature]	55 Valle Vista Ave 612	(530) 314-3085	3	3	6-3-2021
9. Horacio Barragan	[Signature]	713 Springs Rd	(707) 655-5148	1	3	6/3/2021
10. Desere Henriquez	[Signature]	1171 Lewis Ave, Vto 944	707 240-2791	1	1	6/3/21



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1. Roxana Morales		1318 Cleveland St Fairfield CA 94533	415 4124863	0	2	6-3-21
2. CHRISTINA LEE		301 Dapple Dr. 94591	707 292 8888	0	2	6/3/21
3. CHARL STANLEY		1102 STEVENS ST. VALLEJO, CA. 94591	707 290 3078		1	6/3/21
4. MICHAEL DIAZ		6277 TESSIE BEACH	415. 425-4141		1	6/3/21
5. Maria Zambrano		171 Copper way	707. 704 0727	0	1	6/3/21
6. Tim Weiss		932 Oakwood Ave	707 515 6445	0	2	6/3/21
7. ROBERT ALFREDO		211 BOWLING ST. VALLEJO CA 94589	707 515 6445	0	2	6/3/21
8. TIFENY MAGN		118 BOWLING ST VALLEJO CA 94591	510-5348	0	2	6/3/21
9. NIZET ARROYO		610 Sutter Street Vallejo, CA 94590	510-205-2400	0	2	6/3/21
10. ANTHONY INFERRA		27 N. Daniels Ave Vallejo, CA 94590	707 655 7394	0	1	6/3/21



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1. Calber Bevilacqua	[Signature]	424 Ohio St 94540	707-255-2555	1	1	6/3/21
2. Veronica Ortega	[Signature]	18 Thomas Ave Vallejo	(707) 655 5550	2	2	6/3/21
3. Elina Rubio	[Signature]	314 Sanger rd	(707) 334-5471	1	1	6/3/21
4. Amelia Salido	[Signature]	159 Luna Drive Vallejo	(707) 654 6547	2	2	6/3/21
5. Samie Shaw	[Signature]	284 Tophrey Lane Pacifica CA	707 689 9401	2	2	6/3/21
6. Martha Zarrin	[Signature]	15 La Viengra Pl	707-2056647	2	2	6/3/21
7. Janet Gomez	[Signature]	119 Rae Ct Vallejo	(650) 458-1397	1	1	6/3/21
8. Michelle Coma	[Signature]	133 Drennenger St Vallejo	(707) 346-7502	3	3	6-3-21
9. Madelyn Alvarado	[Signature]	705 Indiana St Vallejo	(707) 655-3393	3	3	6-3-21
10. Karla Estrada	[Signature]	612 Kentucky St	(415) 7130940	2	2	6/3/21



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1. Michelle Halpin		94590 12 FAJARILLO AVE, 120	707-980-0040	0	1	3 June 2021
2. Eric Blind		913 Edwards Cir 94511	415-730-9302	0	2	6/3/21
3. Maria Lopez		1105 Pioneer Pass Rd 94542	707-7049341	0	1	6/3/21
4. Jennifer Holmes		533 Napa St 94590	510-375-2371	0	1	6/3/21
5. Chris Rodriguez		118 Ventura St. 94590	707-342-0824	0	1	6/03/21
6. Jeremy Corpus		1022 Maple Ave 94591	707-712-8389	0	3	6/3/21
7. Iris Mejia		112 Miller St. 94590	415-595-7436	0	1	4/3/21
8. Rocío Lenoyr		1007 Colusa St Vallejo	415-518-9699	0	1	6/3/21
9. Frances Jheer		732 Rosewood Ave	510-325-2230	0	1	6/3/21
10. Jaimin Sanchez		217 Santa Fe Ct	510-938-4188	0	1	6/3/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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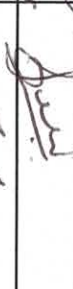




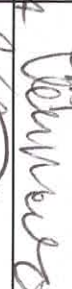

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1. Raymond Matela		134 Coleman Way Vallejo, CA	(707) 652-4430	0	2	06/03/2021
2. Cynthia Medina		605 Varais Ave. Vallejo	(707) 319-9309	0	1	6/3/2021
3. Le Duca, Eric		211 Archibald Dr. V.	(707) 346-8107	0	1	6/3/2021
4. Mirre del Socor		309 Washington 94590	(707) 5676602	0	3	6/4/21
5. Rethna Aldana		100 Orndict. Hercules CA	(510) 734-7138	0	1	6/4/21
6. Elysa Gaudes		200 Broadway St	831-383640	0	1	6/4/21
7. Princess Connel		22 Florida St	(707) 712-7617	0	1	6/4/21
8. Claudia Rea		1555 Colosa St	(707) 656-5185		1	6/4/21
9. Larva Gallman		1112 Marin St - 94590	(707) 655-3081	0	2	6/4/21
10. Alondra Gonzalez		200 Manhattan Dr	(707) 655-6850		1	6/4/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Esperanza Hernandez		1030 Ohio St. Vallejo (CA)	(707) 384-3294		1	6/3/2021
2. Jasmine Fleming		1008 Lewis Ave Vallejo	707-416-5167		1	6/3/21
3. Leidy Romero		384 Meadows Dr Vallejo	707 726 3717		1	6/3-21
4. Mplagos Talan		1820 Louisiana St Vallejo	(707) 6545006		1	6/3/21
5. Elizabeth Gonzalez		104 Newell Lane Vallejo	707-712-2811	1	1	6/3/21
6. Lakerisha Henry		718 Sawyer St	707 742-0905		2	6/3/21
7. Ludivina H.		835 La Canyada Dr	707 704-6042		1	6/4/21
8. Riza Mirafior		4318 Melody Ln Vallejo	707-649 9142		1	6/4/21
9. Valarie Mena		1003 Atwater St Vallejo	510 283 4401		1	6/4/21
10. Yvonne Y. Louey		217 Benicia Rd	(707) 731-4625		2	6/4/21



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1. Lakenia Henderson	[Signature]	220 Ohio St. #B	(707) 267-1143		1	6/4/21
2. Renice Vibe	[Signature]	2 Woodrow Ave	(707) 558-5579		1	6/4/21
3. Rubicela Jimenez	[Signature]	109 Carolina St Vallejo	(707) 558-5252		2	6/4/21
4. Alex Johnson	[Signature]	356 WILCHESTER ST	707 643 3228		1	6/4/21
5. Brenda Santana	[Signature]	1824 Ma Pa St	(707) 656-5970		4	6/4/21
6. Margarita Anthony	[Signature]	1785 Sacramento St	(707) 514-8332		2	6/4/21
7. Ana Valencia	[Signature]	838 Cedar St	707 310 5273		2	6/4/21
8. Anisha Ayveta	[Signature]	1130 Flamingo St #2 Vallejo	707-865-8260		2	6/4/21
9. Mison Dilluna	[Signature]	1306 Elliott Dr	510 926 1429		2	6/4/21
10. Felipe Jimenez	[Signature]	735 Starfish	707 264 3368		2	6/4/21

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1. Sara Preciado		940 Jack London Dr Vallejo	707-704-1536		2	6-4-21
2. Louis Necuis		1406 Granada Ct Vallejo	707-928-0772		1	6-4-21
3. Darrell Jones		2890 Redwood Parkway #31	510 417-6171	1	1	6-4-21
4. Adam Muesian		90 C St Vallejo, CA	401-714-3819		2	6-4-21
5. Gabriella Almeida		158 Geena Ct, Vallejo CA 94589	510-501-7671		2	6-4-21
6. Maria DeLeon		230 Alhambra Ave Vallejo, CA 94591	707-656-8105		1	6-4-21
7. Rana Bellamy		1075 Blue Rock of CA 94591	707-241-4464		4	6-4-21
8. Andrey Tackel		1201 65th Ave Vallejo, CA 94591	707-205-0980	1	1	6-4-21
9. Rene Gutierrez		814 Solano Ave Vallejo CA 94591	707-554-4533		1	6-4-21
10. Alina Padilla		846 Brentwood Ave Vallejo CA 94591	707-342-3003	1	4	6-4-21

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1. Colleen Garcia	[Signature]	22 Marina Ridge Vallejo, CA 94591	510-350-1591		1	6/4/21
2. Juliana Preciado	[Signature]	185 Gangway Vallejo, CA 94591	707-563-7416		4	6/4/21
3. Alma Meraz	[Signature]	819 Brentwood Ave	707-470-6885		2	6-4-21
4. Stephanie Lujan	[Signature]	406 Amador St.	707-655-7695		1	6-4-21
5. Stephanie Lujan	[Signature]	201 Oak Dr. Vallejo	707-297-0260		1	6-4-21
6. Maria Flores	[Signature]	1515 Rice St	707-656-8109	0	2	6-4-21
7. CHRIS ARGATE	[Signature]	8716 AQUAMARINE DR. VALLEJO, CA 94591	707-240-1128	0	2	6/4/21
8. Lourdes Lopez	[Signature]	354 CAROUSEL DRIVE VALLEJO, CA 94591	707-336-2188		2	6/4/21
9. Jack Tacey	[Signature]	52 Mansfield Way Vallejo, CA 94591	707-761-2441		1	6/4/21
10. Chavandra Smith	[Signature]	233 Amador Way Vallejo, CA 94591	510-730-8946		2	6/4/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Lorelei Morena		6009 Ohio St Vio 94590	707-480-3448	1	1	4/8/2021
2. Martha Rojas		127 Willow St. Vio. 94589	707-553-5214	1	1	6/8/2021
3. Susana Guzman		323 Starr ave Vio	707-567-0908	1	1	6/8/21
4. Belen Harris		82 Emerald circle	707-688-3412	2	2	6/8/21
5. Emma Delcor		321 Moorland St	707-712-1187	2	2	6/8-21
6. Margarita		1019 El Barado	707-653-6653	1	1	6-8-21
7. Debra Castaneda		6 Saint Francis Pl.	707-980-2084	1	1	6-8-21
8. Arnel Evangelista		755 Westpark American 94591	707-648-6167	5	5	6-8-21
9. Lirika Nunez		141 KATHY ELLEN DR 94591	707-655-7113	1	1	6-8-21
10. Terene Foster		500 Cottonwood Dr	707-853-6212	1	1	8/24/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. Morgan Cox		521 Calaveras St. 94570	925-812-1357	2	2	6/4/21
2. Micaela Serna		567 Cedar St 94591	707 712-1438	3	3	6/4/21
3. Michelle Perez		183 Springs Rd 94590	707-334-0625	1	1	6/4/21
4. Mariabris		2231 Garret St. 94591	951-417-5397	2	2	6/8/21
5. Marcia Adams		831 Annette Ave 94511	510-447-9841	1	1	6/8/21
6. Carla Gibson		1124 Carolina st	707 567-8938	2	2	6/9/21
7. Ian Vincent Helander		11 Bayberry St. Vallejo CA 94591	707-246-2488	3	3	6/8/21
8. Collette Love		310 Logblow St 94590	707-248-0953	1	1	6/8/21
9. Pauline Insigne-Nickens		307 Alhambra Ave Vallejo CA	707 400 3988	1	1	6/8/21
10. Sandra Ramirez		1008 Veruca's Ave Vallejo	707 563 7340	1	1	6/8/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. Ana Mendez		543 Spring valley 94600	650 9212116	1	2	6/8/21
2. Maria Davis		634 Montara Lane 94510	334-6222	1		6/8/21
3. Claudia Ramirez		2764 Broadway way	415 967-5616	0	1	6/8/21
4. Sonia Goizer		46 laurel St vallejo 94591	707 712-1571		1	6/8/21
5. Lorena Rios		1220 Halsey st	707-712-1341	1	1	6/8/21
6. Fernando Gomez		1744 Ohio St. 94590	707-580-4209		1	6/8/21
7. Mirna Soto		133 Anderson St. Vallejo	710-374-8411		1	6-8-21
8.		1054 Lane + 94590	510/805-2087	0	1	6-8-21
9.						
10.						

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. * <i>Estefania Cruz</i>	<i>Jaime Cruz</i>	<i>835 Catalina Way Vallejo Ca. 94589</i>	<i>707-704-5595</i>		<i>1</i>	<i>6/9/21</i>
2. <i>Marika Huest</i>	<i>Michael Huest</i>	<i>1337 Tualdehne St Vallejo, CA 94590</i>	<i>(707) 312-3294</i>	<i>1</i>		<i>6/9/21</i>
3. <i>Chanel Hay</i>	<i>Chanel Hay</i>	<i>112 Dionigeros, Vallejo 94589</i>	<i>(707) 650-3816</i>	<i>0</i>	<i>2</i>	<i>6/9/21</i>
4. <i>Blanca Estela V.</i>	<i>Blanca Estela V.</i>	<i>2000 Rice St Vallejo ca</i>	<i>707-656-8053</i>	<i>1</i>	<i>1</i>	<i>6-9-21</i>
5. <i>Esther Hay</i>	<i>Esther Hay</i>	<i>5823 Cabernet Drive Vallejo</i>	<i>707-704-5620</i>	<i>0</i>	<i>1</i>	<i>6/9/21</i>
6. <i>Chido Hay</i>	<i>Chido Hay</i>	<i>1123 Tabor Ave Fairfield 94533</i>	<i>707-731-9203</i>		<i>1</i>	<i>6/9/21</i>
7. <i>Tyresha Brown</i>	<i>Tyresha Brown</i>	<i>750 Sevens Dr Vallejo 94589</i>	<i>(707) 712-1514</i>		<i>1</i>	<i>6-9-21</i>
8. <i>Ariana Morris</i>	<i>Ariana Morris</i>	<i>241 WOODBRIDGE DR. Vallejo</i>	<i>(707) 707-4156</i>		<i>2</i>	<i>6-9-21</i>
9. <i>Maria Preciado</i>	<i>Maria Preciado</i>	<i>124 Bridlewood Ct Vallejo, 94591</i>	<i>707-313-0219</i>		<i>3</i>	<i>6/9/21</i>
10. <i>Julia Aguila</i>	<i>Julia Aguila</i>	<i>206 Torrey Pine Ct</i>	<i>707 980-4529</i>	<i>1</i>		<i>6/9/21</i>

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Mykael clay		750 sereno dr./94589	(707)688-8458	0	3	6/11/21
2. Jamin Song		301 Fairway Sdr	(916)944-4021	0	2	6/11/21
3. Seniffrados, Jany		1933 Florida st.	415 676 9518	0	2	6/11/21
4. Dajana Bell		159 Janna gate Dr	415 756-8589	1	1	6/11/21
5. Kalina Bonaparte		234 Alhambra Ave	(707) 712-6132	1	1	6/11/21
6. Diana Iofane		817 gatewood Dr	707 812 0454	3	3	6/11/21
7. Disraeliasquez		1600 Vaniz Vista Ave	509 781 918	1	1	6/11/21
8. Rosa Nunez		136 B San Miguel Rd	915-992-2196	1	1	6-11-21
9. Chris Patricia		263 River Pines Way	650 231-7246	2	2	6-11-21
10. Tatoriana Sanchez		315 E1 Dorado St Apt 1	504 762 9675	0	1	6-11-21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. Ana Ramos		3036 Clear Creek Ct. Vallejo	707-319-6900	0	1	6-11-21
2. Kenneth Lian		5838 Cabernet R. Vallejo	707-704-9078	0	2	6/15/21
3. Beatriz Lopez		271 Woodrow Ave.	707 315-2056	1		6/15/21
4. Jannet Lentini		201 Turnberry Way Vallejo	510-565-9341	1	2	6/15/21
5. Janna Gonzalez		126 Margaret Ave.	707 694-6310	1		6/15/21
6. Marcus Johnson		112 Loftis place	707-731-7895	1	1	6/16/21
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8th 12-7

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1. Alian Oblio	[Signature]	159 Parkhaven Dr.	707 642 0472		1	6/30/21
2. Maura Amado	[Signature]	909 mini dr.	707 299 7184		3	6/10/21
3. Miguel Sutil	[Signature]	1885 Paden dr. Va.	707 342 6772	1	8	7/3/21
4. Enaldo I. Ochoa	[Signature]	2109 Colgate Ave	415 555 7963	X	3	7/3/21
5. Mildred Pop	[Signature]	803 York St.	415 312 4050		1	7/3/21
6. Donnell Williams	[Signature]	143 Sunrise w/	707 731 9184	2	2	7/3/21
7. Shutterlin	[Signature]	170 Dorraster Dr	707 246 8838		2	7/3/21
8. JENIE EVANGELISTA	[Signature]	755 WESTPARK AC	707 648 6546	-	5	7/3/21
9. Kristina Santiago	[Signature]	2110 Yellow Rose Cir Fairfield CA	408-403-3463		1	7/3/21
10. Robinson Alvarez	[Signature]	6440 Eagle Ridge Dr	707 647-2445		2	7/3/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Delia F.		1201 Boleen Dr.	(707) 686 5596	1	1	7/3/21
2. Tony O Vank		225 Kennedy St	707 562 8623		1	7/3/21
3. Elisha Aguilera		1130 Florida St #2	707-805-82	2		7/3/21
4. Talleisha La Prade		306 White Pl. Dr	707 853 0616		1	07/03/21
5. Sarah Ben		5002 Bucknord way	510 681 5804	510 681-5504	1	7/3/21
6. Daisy R		437 5th St	(707) 551-1546		1	7/3/21
7. Susana Anderson		118 Illinois St	707-656-5925	707-656-5925	1	7/3/21
8.						
9.						
10.						

8th TK-7



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. Adam Settine		628 Louisiana St. 94580	408-5046474	0	1	7/4/21
2. Jessica Settine		628 Louisiana St.	928-8018296	0	1	7/4/21
3. Brandy Waters		1155 Porter St 94590	746-707-8860	0	0	7/3
4. Lena France		134 Laurel St 94591	707-940-9528	0	1	7/3
5. Andrea Villada		401 Quartz Lane 94589	707-6550622	0	2	7/3/21
6. Cinnamon Collins		509 Branciforte Street	707-333-6922	1	2	7/3/21
7. Dartene Guntore		111 Bear Cat Ct,	707-557-3886	1	1	7/3/21
8. Catherine Pava		1416 Jamboree Dr. Fairfield	(415) 806-8948	0	2	7/3/21
9. Tony Martinez		124 Camcolista Valleyo	707-580-2429	0	3	7/3/21
10. Jessica Andolina		240 Paddlewheel Dr. Valleyo	415-627-7344	0	1	7/3/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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4A

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1. Justinia Reed		262 Reis Ave, Vallejo, CA	510-830-8924		1	07/3/21
2. Asha Martin		94590	(707) 553-3701		1	07.3.21
3. Tomomi Tsukioaka		161 SCENIC WAY, VALLEJO	630-946-9933		1	07/3/21
4. Jennifer Stokes		137 Main St. Vallejo, CA	707-265-1049		1	7/3/11
5. Dorinda Tolson		114 Beacon St. Vallejo	(707) 910-0476		1	7/3/21
6. Maria Rachel Samano		810 Daniels Ave Vallejo	707 310 0132		1	7/3/21
7. Amy Medina		6114 Sutter St.	(707) 704-9295		1	7/3/21
8. Angelle Lewis		71 Los Carrizos Dr.	707-334-6184		2	7-3-21
9. Ravi G. Shankar		Vallejo, CA	721-5206		1	7/3/21
10.						



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL, in 2022-23 OR LATER	DATE Fecha
1. Randy Coloma	[Signature]	350 Stage Line Dr. Vallejo	408-203-1978	1	1	6/11/2021
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

7D

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Ring Lin		228 Fish dr, Vallejo	707 342236		1	7/14/21
2. J.C. Rediff		2424 Tennessee St. 94591	415-724-3804	1	1	7/16/21
3. Antonette Bell		2424 Tennessee St	925-300-3051	1	1	7/16/21
4. Alexis Evans		484 Woodrow Ave	510-677-4341		1	7/16/21
5. Francis Salazar		309 Bergwall Way	707-704-6173		1	7/17/21
6. YVONNE ENCARNACION		347 CORNELIA ST.	707-590-4177		1	7/17/21
7. RITA VILLANUEVA		149 LEXINGTON DR	707 731-3126	0	7	7/17/21
8. Randy Villanueva		1010 Jack London dr.	707 704-0888		1	7/17/21
9. Ian Cumming		942 Armstrong St	510-381-1132	0	2	7/17/21
10. Miguel de la Cruz		215 Stone Wood Ct	707 704 7645		1	7/17/21

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Yessenia Mendoza	Maria Y Mendoza	1109 Warren St Vallejo, CA 94591	707- 453-3350	1		7/15/21
2. Sonia Mendoza	Sonia Mendoza	460 Laurel Vallejo, CA 94591	707- 712-1571		2	7/15/21
3. Alyna Pangelinan Canner	Alyna Pangelinan Canner	1133 North Camino Alto Vallejo, CA 94589	707- 767-104-0007	0	2	7/15/21
4. Willes Lozano	Willes Lozano	2730 Webster Ave Vallejo, CA 94591	415- 302-8400	1	2	7/14/21
5. Maria Johnson	Maria Johnson	506 Gillcrest Ave Vallejo, CA 94591	707- 315-2368	1		7/16/21
6. ANIA LAMSEN	ANIA LAMSEN	40 CONSTANCE DR VALLEJO CA 94590	707- 554-8834	0	0	7/16/21
7. Constantina Hiza	Constantina Hiza	530 Virginia St Vallejo, CA 94590	415- 375-1961	2	0	7/16/21
8. MARICRUZ ROSNER	MARICRUZ ROSNER	8777 PENNSYLVANIA ST Vallejo, CA 94591	707- 399-2037	1	1	7/16/21
9. Danielle Fickett	Danielle Fickett	108 Lynn Ct Vallejo, CA 94591	510- 761-0575	0	2	7/16/21
10. Riva Fowler	Riva Fowler	1413 Rollingwood Dr. Vallejo, CA 94591	707- 246-2687		1	7/16/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

1B

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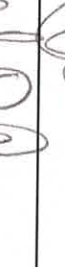


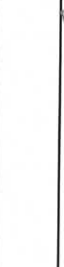
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Keneice Harper	[Signature]	1825 Sonoma Blvd #353 Vallejo, CA	(707) 310-4444	0	0	7/24/21
2. Tamm Garcia	[Signature]	13 Los Cerritos Dr Vallejo, CA	(707) 654-5544	0	2	7/24/21
3. Beth Macabres	[Signature]	1616 Elot	707 637 6033	33	2	7/24/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

9A

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1. Khaleda Kyeon		201 Maine St. Apt. T9	707-655-2017		1	7/24/21
2. TANVEER RANDHANA Toney		650 TISDALE AVE. #102	619-416-2357 510-3244-7200		1	7/24/21
3. Yameelah Haif		301 Avila Dr. #102	707-246-2136		1	7/24/21
4. Charlene Argate		8716 Aquamarine Dr. Vallejo CA			2	07/24/21
5. Tawana Sengstacke		1221 Mage St	510-512-4706	1	1	7/24/21
6. TADDEUS		1221 Mage St	707-105444	0	0	7/24/21
7. RENEE NORMAN		1411 MONTAGUE DR. VALLEJO CA	(707) 346-7725	1	2	7/24/21
8. Lisa Spear		1008 Plover Ave. Vallejo CA	707-326-3047		1	7/24/21
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10.						

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

12A

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1. JS Smith	[Signature]	505 Via Ct	707 704-9556		4	7-24-21
2. Camilla Smith	[Signature]	"	"		"	"
3. Penita Givar	[Signature]	173 Hillman St 94590	409-328-4671	1	[Signature]	7/24/21
4. Nelly Rodriguez	[Signature]	372 Potosi Pl Vallejo CA 94589	510-434-7193		1	7/24/21
5. Luis Garza	[Signature]	1020 Shirley Ave.	209-277-3605	[Signature]	[Signature]	7/24/21
6. Alicia Lopez	[Signature]	451 Woodson Ave	707 2169677	[Signature]	4	7/24/21
7. Walter Martin	[Signature]	724 Busset Dr	707 808-8005	[Signature]	2	7/24/21
8. Pyrus Fernandez	[Signature]	145 Bradwood Ct	707 310-2611	6	2	7/24/21
9. Henry Garban	[Signature]	48 Brydham Dr	708 813-2354	[Signature]	1	7/24/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL


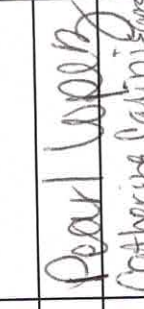
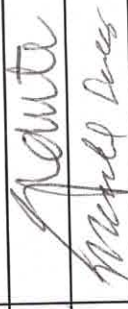
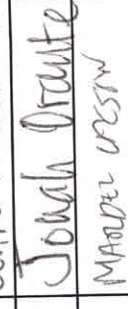
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1. Sandra Miranda		354 Amber Ave, Vallejo, CA 94591	415-728-9914	0	1	7/24/21
2. ANDREA HUNTSMAN		120 PATRICK G. VALLEJO	925 594 0671	0	2	7/14/21
3. CHRISTINE LUCERO		1271 Landmark Dr. Vallejo 94591	707 250 3809	0	2	7/24/21
4. Ilseany Noyera		1112 Mayo Ave. 707-628-5500	707-628-5500	0	1	7/24/21
5. Deanna M. Ibarra		1344 Cordova 11st Avenue, CA 94591	707 741 9555	0	0	7/24
6. Ina Plasencia		150 W. BAXTER ST 94590 Vallejo CA 94590	707 932 0250	0	1	7/24
7. Gisela Carbajal		355 San Marino Ave 94591	408 442 4458	0	2	7/24
8. Annie Aris		131 St Marys Place	415 791 8416	0	0	7/24
9. Hailey Tostant		836 Springs Rd	707 774 9400	0	2	7/24/21
10. Janet Romo		402 Gungara Ave	707 340 1685	0	1	07/24/21

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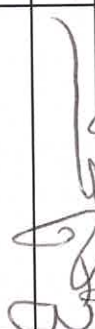


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1. Pearl Lopez		1300 Corean Ave 411 Greenmont Dr. Vallejo	707 309 4646	0	1	6/31/21
2. Catherine Calmiche			(650) 270-0501	0	1	7/31/21
3. Jonah Brante		107 SUSAN ST. VALLEJO	707 301 8024		2	7/31/21
4. MAREL ORESN		926 CASHWOL ST. VALLEJO	707 343-1532		2	7/31/21
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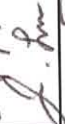





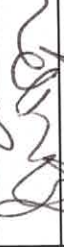


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1. Erin Isaacson		605 Walnut Dr. Fairfield.	707-761-7487		1	7/31/21
2. Andrea Davis		57 B ST	707-655-5822		1	7/31/21
3. Vanessa Arana		1822 Napo St Vallejo	707-704-4286			7/31/21
4.						7/31/21
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1. Sugar Parnay		320 Georgia Street Apt D Vallejo CA 94590	707 297-0193	0	1	7/31/21
2. JOE LAM		160 Florence Ct Vallejo CA 94589	707-557-5213			7/31/21
3. Mary Lee		130 Kithing Ct Vallejo CA 94591	707 712-2607		5th	7/31/21
4. Ivette Brittis		7 Marshall way	510-3675988	X	2	7/31/21
5. Maria Sekou		533 Cortez Costa St	650 270 5137			7/31/21
6. Angelina Allen		28 Parkhaven Dr. Vallejo	707-704-8318	0	3	7/31/21
7. AN PUGH		28 PARKHAVEN DR	707 704 8165	0	3	7/31/21
8. Snow Grace		Algarve St Vallejo	707 567 9327	1		7/31/21
9. Miranda Ramirez			650-743-7467	X	1	7/31/21
10. Norma Macias		630 Echo Summit rd Vallejo CA.	707 741-5830		1	7/31/21

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1. Elizabeth Simeon	Elizabeth Simeon	630 Echo Summit Dr	707 333 5247		2	07-31-2021
2. Delmar Hodge	Delmar Hodge	157 Whitepine Dr Vallejo	707 386 6919	0	1	07-31-2021
3. Isaac Mochales	Isaac Mochales	609 Ohio St Vallejo	925 724 724	0	1	7/31/2021
4. Chelina Freeman	Chelina Freeman	1207 York St	707 209 0965		2	7-31-21
5. Monica Kirkman	Monica Kirkman	124 Alameda St Vallejo	707 209 8739	0	1	7/31/21
6. Jamie Powell	Jamie Powell	1900 Asot Ave	707 563 4978	1	3	7/31/21
7. Steven Kile	Steven Kile	521 E J St	707 563 7300	0	3	7/31/21
8. Daniel Martinez	Daniel Martinez	175 Camino Dr	(257) 495 7641	0	2	7/31/21
9.						
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

16B

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.







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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Brandi Brown	Brandi Brown	157 Peach St.	707 546 2908	1	1	8/17/21
2. Austin Tran	Austin Tran	157 Peach St	707 343 0657	0	1	8/17/21
3. Micaela	Micaela	117 Mac St Vallejo	707 706 9754	0	2	8/17/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL.
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. SANDRA MENA		125 Monte Verde Valley Rd	707-313-5108	0	1	7/3/21
2. Brenda Skunk		# P20 135 Carline St Valley	707-413-8913	0	1	7/17/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Kurt Camerino	[Signature]					
2. Darneshia Jones	[Signature]	1715 Sonoma Blvd	(916) 309-6103	1	1	8/14/2021
3. PHILLIP PATEMAN	[Signature]	2777 STATE STREET	262-271-1196	0	1	8/14/2021
4. Reyna Harbado	[Signature]	161 Elwood Ave	510 875-0180	0	2	8/14/2021
5. Jasmine Boone	[Signature]	135 Carolina St. #14	607 712-0472	1	1	8/14/21
6. SINA OUBATTAN	[Signature]	422 WILSON AVE	650-284-8007	1	1	8/14/21
7.						8/14/21
8.						8/14/21
9.						8/14/21
10.						8/14/21

8th TR-7



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

16C

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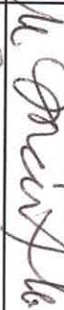





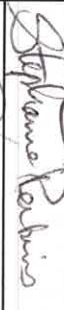
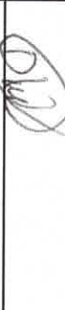
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Jasmine Davis		PO Box 403 Vallejo CA 94590	707-712-7290	0	2	2/18/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

15B

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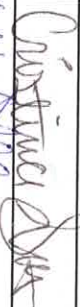



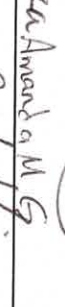





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1. Anthony Rickett		361 Buckle Way	707 333-3892	1	1	8/7/21
2. Nancy Castillo Gonzalez		148 BENSON AVE VALLEJO, CA 94591	415 685-4785	1	1	8/7/21
3. TERRY JONES		2500 Springs Rd #2500, Ukiah	707 741 1612	2	2	8/7/21
4. Ivy Florinda		224 Los Gatos, Ukiah	707 534 0085	3	3	8-7-21
5. Diana Hernandez		200 Rodas Way, Vallejo	510 691-8434	0	2	8/7/21
6. Rochelle Petty		1094 Stewart				8/7/21
7. Renea Aruina		10. Box 5731, Ukiah 94550	707 373 4088	0	1	8/7/21
8. Stephanie Perkins		1334 Beach St, Vallejo 94590	415 571 1573	2	2	8/7/21
9. Dora Sanchez		2001 el Dorado	707 373-1856	1		8/7/21
10.						8/7/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Cristina Soto		338 Hobbs Ave. Vallejo CA 94589	(707) 380-7913		3	7/17/21
2. KRISTEN SIMS		841 FOURSTONE WAY VALLEJO, CA 94591	510 593 4349		1	7/17/21
3. Chrissa Viana		1233 LOCUST DRIVE VALLEJO, CA 94591	(408) 334-8128		2	7/19/21
4. Dolores Estrella		381 Idara Ave. Vallejo, CA 94590	(707) 567-3105		2	7/19/21
5. Amanda Mendez		718 Porter St. Vallejo, CA 94590	707 389-7119		1	7/22/21
6. Ambar Hernandez		1014 MONTEPEL ST VALLEJO CA 94590	707 460-7558		1	7/23/21
7. Ana Valencia		838 Cedar St Vallejo CA	707 3105272		2	8/11/21
8. Manuel Mendez		838 Cedar St Vallejo CA	707 2091624		2	8/14/21
9. Alejandra Alcazar		106 D. Lot Hill Ct. Vallejo CA 94590	707 1731-9828		1	08/4/21
10. Desiree Vasquez		1009 Valley Vista Ave Vallejo CA 94590	707 578-8198		1	8/4/21

8th 7K-7

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. <i>Leticia Lucas</i>	<i>[Signature]</i>	<i>10329 Higgins St Vallejo</i>	<i>707 7124144</i>	<i>3</i>	<i>3</i>	<i>7-3-21</i>
2. <i>Maria Vlas</i>	<i>[Signature]</i>	<i>224 Mountain View Valley</i>	<i>707-731-1642</i>	<i>2</i>	<i>2</i>	<i>7-3-21</i>
3. <i>Aracelis Reyes</i>	<i>[Signature]</i>	<i>151 Linden St</i>	<i>515-412-5284</i>	<i>2</i>	<i>2</i>	<i>7-3-21</i>
4. <i>Bibi Serrano</i>	<i>[Signature]</i>	<i>822 SHEPIDAN ST</i>	<i>415-240-5312</i>	<i>2</i>	<i>2</i>	<i>7-3-21</i>
5. <i>Angel Valenzuela</i>	<i>[Signature]</i>	<i>10777 Farnham Circle</i>	<i>707-553-7060</i>	<i>1</i>	<i>1</i>	<i>7-3-21</i>
6. <i>Walter Padilla</i>	<i>[Signature]</i>	<i>1120 Indiana St, Vallejo CA</i>	<i>(707) 342-7175</i>	<i>2</i>	<i>2</i>	<i>7/3/2021</i>
7. <i>Vanessa Perez</i>	<i>[Signature]</i>	<i>1120 Indiana St Vallejo CA</i>	<i>(707) 704-4751</i>	<i>1</i>	<i>1</i>	<i>7/14/21</i>
8. <i>Alexandra Magallanes</i>	<i>[Signature]</i>	<i>209 Ruby Lane Vallejo, CA</i>	<i>(707) 334-7001</i>	<i>1</i>	<i>1</i>	<i>8/5/21</i>
9. <i>MARIA MUESA</i>	<i>[Signature]</i>	<i>910 C St. Vallejo, CA</i>	<i>401-222-9943</i>	<i>2</i>	<i>2</i>	<i>8/14/2021</i>
10. <i>Arturo Sanchez</i>	<i>[Signature]</i>	<i>2116 Sonoma Blvd, Vallejo</i>	<i>707-553-3954</i>	<i>1</i>	<i>1</i>	<i>8/14/21</i>

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Luke Salazar	[Signature]	201 Serpentine Dr	707-802-9488	0	1	8/14/21
2. Silvia Arango	[Signature]	138 DARTMOUTH AVE.	(707) 853-0827	0	1	8/14/21
3. Michael Parra	[Signature]	2710 Turbune St	(415) 716-1520	0	2	8/14/21
4. Nicole Morgan	[Signature]	300 Robesway	760-835-0300	0	3	8/14/21
5. Renselle Dela Cruz	[Signature]	191 Smokey Hills Dr	(707) 853-7947	0	1	8/14/21
6. Kenneth Ward	[Signature]	5036 Calumet Ave	(707) 704-9015	0	2	8/14/21
7. Susette Valdez	[Signature]	210 LUNA St.	707-315-1985	0	0	8/14/21
8. Merari Fuentes	[Signature]	215 Tapestry Ln #202	(707) 384-7646	0	0	8/14/21
9. Jacob Brooks	[Signature]	1420 Ascor Parkway #114	707-712-6530	0	1	8/14/21
10. Joe Saez	[Signature]	2700 Tolumne St	707-342-1971	0	2	8/14/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Brianna Cortez	Brianna Cortez	1017 Sutter St. Vallejo CA 94550	(715) 515-0925	0	1	8/14
2. Joka Mirel	Joka Mirel	1030 Keeler Ave Berkeley CA 94705	510-537-8033	0	1	8/14
3. Rufina	Rufina	113 Crystal Ct Vallejo	408-180-9170	0	2	8/14
4. Esmer	Esmer	1322 Arcansas St Vallejo	707-104-1852	0	2	8/14
5. Allegail Mary Arroyo	Allegail Mary Arroyo	1049 Bernice Ct Vallejo	707-334-8077	0	1	8/14/21
6. Deanna Hopkins	Deanna Hopkins	124 Laurel St Vallejo	(707) 656-5083	0	1	8/14/21
7. Camille Hudson	Camille Hudson	124 Ruby Ln Vallejo CA 94590	707-200-9442	0	1	8/14/21
8. Daniella de la Cruz	Daniella de la Cruz	1811 N 703 Sycamore Dr Vallejo CA 94591	707-104-4413	0	0	8/14/21
9. Vanessa Pastore	Vanessa Pastore	469 Maple Ave Vallejo CA 94591	(650) 302-6780	1	1	8/14/21
10. James M. M.	James M. M.	234 Tanager Lane Vallejo	707-689-9401	2	2	8/14/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

16D

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1. Cynthia K. Medina	[Signature]	615 Venals Ave	707/391-9309	0	1	8/14/21
2. Shannon McCain	[Signature]	400 Wolfe St	602-826-9211	0	2	8/14/21
3. ALMIE MATELA	[Signature]	136 COLOMA WAY VALLEJO	707-567-4403	0	1	8/14/21
4. Brenda Johnson	[Signature]	145 Vieira Way	253-222-5001	0	0	8/14/21
5. Ocarve Garcia	[Signature]	612 KENTUCKY ST VALLEJO	415-763-7551	0	2	08/14/21
6. Joan Carriera	[Signature]	903 Bollinger Dr.	619-265-6289	0	2	8/14/21
7. Ricka Stone	[Signature]	885 Knighs Circle Vallejo	707/704-5610	0	2	8/14/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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8th graders # 1K-7th

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. ROSALEE NATHAN		3505 SONOMA BLVD. STE 20-206 VALLEJO, CA.	(707) 694-0667	0	2	7/27/21
2. Valentino Hicks		1900 Arcot Pkwy 114 Vallejo C.A. 94591	(925) 247-4728	1	2	8-18-21
3. Brian T. Murphy		1517 Florida St, Vallejo	(415) 747-2200	0	2	8/18/21
4.						
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

gabriela lopez

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8th







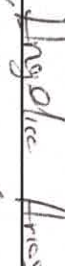



7K-7th

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Bryan Treiser		424 Owens, Vallejo, CA 94590	707-225-4658		1	8/23/21
2. Cameron Johnson		55 Valle Vista ave Vallejo CA 94590	(510) 675-4511		2	
3. MICKANBO JOHNSON		2027 ILLINOIS ST. VALLEJO 94590	510 770 1937		1	
4. Beatriz Lopez		271 Woodrow Ave	707 315-2059	1		
5. OSCAR TORRES		714 OAKWOOD AVE	707 294 4112		1	8/23/21
6. Rosalind Fugusis		201 MAINE ST # 59	415 341 9135		3	8/23/21
7. AAROLYN BLACKMON		733 BEECH WOOD	(510) 508-9515		1	8/23/21
8. Guadalupe Cordera		119 Sherwood Ct Vall	707 429-8424		2	8/23/21
9.						
10.						

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Vonne Chord		172 Coloma Way, Vallejo, CA	510-438-3670		1	8/17/21
2. Liana Yon		2513 Terner 58051	6415610		1	8/21/21
3. Jamie Smith		504 Walnut Ct Vacaville CA 94988	7070534445		3	8/21/21
4. M. Montgomery		PO Box 5344 Baurmont	4157630-0881		2	
5. Yadhith Gonzalez		120 Rhonda Ct Vacaville CA	707) 6559366	1	2	8/21/21
6. Juana Baker		1469 Valle Vista Ave	707) 367-0041		2	8/21/21
7. Angelica Arias		121 Louisiana St. PPT 10	707 655-0506	1		8-21-21
8. 		8360 Rectifurest	707 655 3680	0	1	8/21/21
9. Maura Espinoza		1 Wenden St. Vallejo CA	707) 333-7829	0	1	8/21/21
10.						











TK-7

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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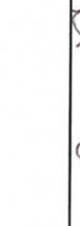

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1. Moya Smith		219 grapewood st.	707 319-7128		2	8/21/21
2. Barbara Zoro		156 m. m. m. st.	415-5838100		1	8/21/21
3. Sheila Sanders		186 Forrester ave	707 631 9360	1	1	8/21/21
4. MICHELLE LATHEN		15 GLEN	707 655 6114		2	8/21/21
5. LESLIE THOM		114 Benet ct	707 880 2259		1	8/21/21
6. Susan Cantan		527 walace	707 200 151	2		8/21/21
7. Margie Sanders		137 melinda st.	734-6043	0	1	8/21/21
8. MORA SANCHEZ		1607 Tennessee st.	707 333 1251		1	8/21/21
9. Cecilia Cruz		946 yonagdale st.	707 580 3549		3	8/21/21
10. Sheila Dodson		707 Capibel st	925-324-2855	0	2	8/21/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

76

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF 8TH STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL IN 2022-23 OR LATER	DATE Fecha
1. Oracio Lopez		543 Springs Rd	(415) 640-3424	1	0	8/7/21
2. OLGA HERNANDEZ		825 6th Street, Vallejo	707-656-3292	0	0	8/7/21
3. Jesse Weeks		816 helen hall way susson	707-314-6103	1	1	8/7/21
4. Danni Wash		201 Main St & Valerijo	707 704 8828	0	0	8/7/21
5. Jennifer Torres		787 Emerald Ave	707 853 0803	2	1	8/7/21
6. Eric Rubio		1420 Carl Ave	707 653-4242		1	8/14/21
7. Jenny Carey		1022 Maple Ave	707 712-8337	0	0	8/14/21
8. Jazmine Lopez		717 Benicia Rd Vallejo	707 712 5444	1	2	8/14/21
9. Monica Chong		742 Magazine St. Vallejo CA	707 330 0655	0	1	8/14/21
10. Wendy Calibana		1880 Broadway Vallejo	707 815 5507	2	1	8/14/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

14C

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8 TK-7

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1. KIM SIMS	[Signature]	470 EARTH SUMMIT RD	(707) 704-5419	1	2	4/22/24
2. DAWN MACMILLAN	[Signature]	4920 CATALINA CIRCLE	(415) 518-2143	2	1	8/22/24
3. TIANA LANE	[Signature]	118 Bruce St.	(707) 343-3649	1	2	8/21/24
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

Mano 1/4

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1. Daniela Davis		120 Trident Ct Vallejo, CA 94591	757-534-8599	0	0	8-18-21
2. Marina Kumar		186 Oakwood Ave Vallejo 769 720 9101	707-334-3701	0	0	8/18/21
3. Trinidad H		710 Kentucky St Vallejo, CA	707-334-0588	1	1	8/18/21
4. Margarita Hernandez		220 Spencer Ave Vallejo, CA	707-342-7456	1	1	8/18/21
5. Celina Ward		780 Elmwood Ave Vallejo, CA	707-342-7456	1	1	8/18/21
6. Robert H. H. H.		12 Calhoun St. Vallejo, CA	707-342-7456	1	1	8/18/21
7. Lillian Rodriguez		36 Coco Ct Vallejo, CA	707-342-7456	1	1	8/18/21
8. Rogelio Rodriguez		36 Coco Ct Vallejo, CA	707-342-7456	1	1	8/18/21
9. Erin Byrnes		123 Bensen Ave Vallejo, CA	707-342-7456	1	1	8/18/21
10.						



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Tiffany Scott		806 Grant St. Vallejo	831-731-0311	1	1	8/24/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

MATE KALE
[Signature]

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1. Joel I. Smith	<i>[Signature]</i>	586 Hichborn St	(510) 375-3516		3	8/24/21
2. Alain Morris	<i>[Signature]</i>	241 WOODBINE DR MAYFIELD CA 94541	(707) 567-4116		2	8/24/21
3. Alexa Salcedo	<i>[Signature]</i>	999 Pine St Vallejo	707-704-8112		2	8/24/21
4. Brittany White	<i>[Signature]</i>	1487 VAIL VISTA AVE	707 310 2586		1	8/24/21
5. Monica Jimenez	<i>[Signature]</i>	1335 Quail Dr. Fairfax Vallejo 94591	707 480-6044	1	1	8/24/21
6. Miriam Watson	<i>[Signature]</i>	1085 Oakwood Ave #15 Vallejo 94591	510 230 9094		1	8/24/21
7. Martha Nelson	<i>[Signature]</i>	1335 CREOLENT ST #23 VALLEJO CA 94590	(415) 261-5200	1		8/24/21
8. Keith Ford	<i>[Signature]</i>	2009 ILLINOIS ST. Vallejo	386-956-3165		1	8/24/21
9. Stephanie Jones	<i>[Signature]</i>	136 scenic way Vallejo	408-8354113		3	8/24/21
10. Marc Garry	<i>[Signature]</i>	390 Sanger St	(707) 315 3299	1		8/24/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. MADELYN CUEVA		233 Pinnacle Pt. Vallejo	415-601-6230	1	2	8/14/21
2. LETHY DORIA		365 New Bedford Dr. Vallejo	707-319-7661	2	0	8/14/21
3. Permadeke Mallo		210 Poppyrara Ct. Vallejo	707-704-0944	1	0	8/14/21
4. LENA MORALES		2071 GARNET DR. Vallejo	707-334-2475	1	0	8/14/21
5. Kristian Hernandez		101 COPPERCK Ct. Vallejo	707-752-7142	1	2	8/14/21
6. RUBEN PRISION		283 Cantada Wy, AC	707 558 9432	1	2	8/14/21
7. CHARISSA DIONISIO		7227 Seaglass Dr, 94591	408-807-3231	1	2	8/14/21
8. JENNY LENOZ		126 Mangrove St. Ave	707 644 0310	1		8/25/21
9. Susan Brown		927 Capital St.	(707) 712-0106	1		8/25/21
10. Maria Fontana		127 Macquett Ave	415 261 3250	1		8/25/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Abraham Teliz	Abraham Teliz	215 Thomas Ave Vallejo CA 94590	(707) 655-6288	0	1	8-19-21
2. ARECEL RAMO	ARECEL RAMO	108 MC BRIDE AVE VALLEJO CA 94584	(707) 655-0436	0	2	8-19-21
3. Miriam Plaza	Miriam Plaza	461 Coughlan St. Vallejo CA 94591	(707) 704	0	2	8-19-21
4. Mariana Weise	Mariana Weise	932 Oakwood Ave Vallejo CA 94591	707 515 6665		2	8-19-21
5. Elma Samontanos	Elma Samontanos	156 Gordon Street Vallejo CA 94591	707-720-1569		4	8-19-21
6. STEPHANIE DZIBDEK	STEPHANIE DZIBDEK	6277 Bobb's Beach Valley CA 94591	415-425-2442	0	1	8-19-21
7. Lucia Zepeda	LUCIA ZEPEDA	1706 J. Valley St. Vallejo CA 94591	707 656-5452	0	1	8-19-21
8. JING MARGAYO	JING MARGAYO	100 Bayless St. Vallejo CA 94591	707 704-9230	0	2	8-19-21
9. Jenny Rakingan	Jenny Rakingan	101 Crestview Dr. Vallejo CA 94591	707 833-0558	0	1	8-19-21
10. Chris Rodriguez	Chris Rodriguez	118 Van Tuck St. Vallejo CA 94591	707 347 0820	P/A	1	8-19-21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et.seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL, in 2022-23 OR LATER	DATE Fecha
1. Clarissa Hernandez	Horacio Hernandez	1221 Valle Vista W	510 961 3524		1	8/19/21
2. Derek Hinkel	Juliana	414 Leaglast 47590	707 342 5721		1	8/19/21
3. Donnell Holmes	Donnell Holmes	540 Porter St 94590 (415) 702-5733			2	8/19/21
4. Enica Jordan Hill	Enica Hill	231 Cadloni Lane Apt. B	707-742 9770		1	8/19/21
5. Maricha Parhida	Maricha	408 Laurel St	714 913 8271		1	8/19/21
6. Adriana Rubio	Adriana	223 couch st	707 333 3844		1	8/19/21
7. Jessie Sierra	Jessie	112 Marquis 776 Ave	707 655 7208		1	8/19/21
8. Adelina Duany	Adelina D	814 Pennsylvania St	707-246-5506	1	1	8/19/21
9. Maria Martinez	Maria M.	124 Deborah St	707 655 2131		2	8/19/21
10. Britney Bridges	Britney	135 Carlinia St	707 502 8154		1	8/19/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Rosa Cere	Rosa Cere	54 Beverly Dr	707.567.4104		2	8/19/21
2. Mark Scott	Mark Scott	1527 McDaniel St	415-748-8348		4	8/19/21
3. Celeste Encarnacion	Celeste Encarnacion	109 TAFE Way, Vallejo	707.805.0026		1	8/19/21
4. Monica Castrión	Monica Castrión	230 Valle Vista Ave. Vallejo	(707) 515-5343		2	8/19/21
5. Kimberly Guevara	Kimberly Guevara	116 Wedgwood Ct Vallejo, CA 94591	(707) 334-5309		2	8/19/21
6. NOEL ALFONSO DAVID	Noel Alfonso David	135 Carolina St. Vallejo CA	(707) 315-5414		1	8/19/21
7. JESSIE RAMIREZ	Jessie Ramirez	Vallejo 94591	909-851-4998		1	8/19/21
8. Erika Mendoza	Erika Mendoza	119 Chapman Ct	707-567-5363		2	8/19/21
9. David Taylor	David Taylor	114 Bacon Ct. Vallejo	(707) 910-0976		1	8/19/21
10. Maribel Ramos	Maribel Ramos	6 Thomas Ave	(707) 246-1487		2	8/19/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Claudia Hernandez		1910 Marin ST	(707) 641-3900		2	8/19/21
2. Cristal Fierro		2016 Ohio ST	707-699-9042		4	8/19/21
3. Eleavina Suenz		410 Hays Ln.	707 862-9739		2	8/19/21
4. Rean Lopez		906 Locust Drive	707 853-0647		2	8/19/21
5. Lucila Martinez		814 Keats Dr.	707 641-5741		1	8/19/21
6. Pamela Aguilar		325 Colonel Ave.	707 853-9025		1	8/19/21
7. Glenda Valverde		340 Los Cerros Dr.	510 932-0186		2	8/19/21
8. Leann Sanchez		1233 Georgia ST.	707-654-0894	4	1	8/19/21
9. Katie Shulman		333 Washington St	915 451-0044		1	8/19/21
10. Cynthia Castola		6014 Sutro St.	415 610-9043		1	8/19/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. <i>Sergio Davis</i>	<i>[Signature]</i>	10 Melby Dr Vallejo CA	980-7872	1	2	8/19/21
2. <i>Javier Rodriguez</i>	<i>[Signature]</i>	210 Amelia St Vallejo	510 837-0418	1	2	8/19/21
3. <i>Juan Carlos Brown</i>	<i>[Signature]</i>	119 N West De Vauxp	510-783-4400	0	2	8/19/21
4. <i>Chanelley</i>	<i>[Signature]</i>	112 Dieringer St. Vallejo	707-6563816	1	2	8/19/21
5. <i>Jicole</i>	<i>[Signature]</i>	160 Olympic Dr VJO CA 94589	707-558-7605	1	1	8/19/21
6. <i>Alison Blum</i>	<i>[Signature]</i>	1304 Elliott Dr VJO	510-920-1729	1	2	8/19/21
7. <i>Deja Espinoza</i>	<i>[Signature]</i>	304 Washington	707-534-9095	1	2	8/19/21
8. <i>Maria Flores</i>	<i>[Signature]</i>	1515 Rice St	707-656-8109	1	2	8/19/21
9. <i>Rosa DelaM</i>	<i>[Signature]</i>	261 Cortland Cir	707-674734	1	1	8/19/21
10. <i>Lucy Herrera</i>	<i>[Signature]</i>	1631 Sacramento	323-534-5915	1	2	8/19/21



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. KESHA JONES	[Signature]	337 BRANCH LANE Bremerton, WA 98310	831-521-7171		1	8/17/24
2. Evelyn Rodriguez	[Signature]	690 Moreland Way Bremerton, WA 98310	(818) 008-0211		3	8/19/24
3. Kathy Beiskel	[Signature]	424 Holly St Bremerton, WA 98310	361-803-2331		1	8/19/24
4. Mirya Sanchez	[Signature]	148 Hogan Ave Bremerton, WA 98310	(510) 631-3289		1	8/19/24
5. Celina Reyes	[Signature]	221471 Couch Bremerton, WA 98310	516 92113669		4	8/19/24
6. Juliana Santos	[Signature]	485 Mcgwire Cir Bremerton, WA 98310	707 561 1704	1	1	8/19/24
7.vette Martinez	[Signature]	260 James River rd. Bremerton, WA 98310	(707) 712-7369		3	
8. DOMINIQUE HOLMES	[Signature]	150 TERRAZZO LN Bremerton, WA 98310	(707) 8532210		2	
9. Markon Brown	[Signature]	76 Turnberry Bremerton, WA 98310	407-590 4020		2	8/30/24
10. Taylor Holland	[Signature]	6 el Camino Real Vallejo, CA 94591	(510) 284-9452		1	8/24/24

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Marta Perez	[Signature]	155 claxton ct vallejo CA 94588	707/353-3049		3	
2. Jeremy Johnson	[Signature]	215 Thomas Ave Vallejo CA 94590	(707) 373-4918	1	1	8-20-21
3. Tamaracore	[Signature]	5125th st Vallejo CA 94591	415-426-8905	0	1	
4. Sherryann Bonita	[Signature]	748 knights circle valley 94594	(707) 534-8304		4	8-20-21
5. Britney Cleburn	[Signature]	301 Avenida DE. Vallejo CA	707-655-0190		2	8/22/21
6. Kenny Montgomery	[Signature]	3900 Princeton Cir Tr	707-652-4791		1	08/22/21
7. Levia Mirel	[Signature]	1605 Market St	707/631-0911		1	8/20/21
8. Arriana Lerma	[Signature]	259 Virginia Dr. Vallejo	707-731-3200	1	1	09/20/21
9. Loree Clada	[Signature]	955 Poplar St #102 Vallejo CA. 94590	510-827-7430		1	8/22/21
10. Zakari Herrera	[Signature]	211 Mesa Verde St	707/731-3482		1	8/22/21

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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. Angelica Cedillo	Angelica Cedillo	1081 Western Ave	510 369 9678		2	
2. Nickelle Ruzd	Nickelle Ruzd	207 maine ave	707 218 2320	1	1	
3. Pauline Pavao	Pauline Pavao	110 15th ST	707-704-7482		1	
4. Rima Figueira	Rima Figueira	1912 Redwood St.	415-5952850		2	
5. Rakeel Avalos	Rakeel Avalos	2525 Folsden Rd #144	707 980 0912	1	1	
6. David Alenatorras	David Alenatorras	184 Laurel St	707 980 9528		1	8/26/2021
7. Brenda Davis	Brenda Davis	926 Cecilia St	707 917 0042	0	2	
8. Jennifer Chavez	Jennifer Chavez	210 Coughlan St.	510 948-9637	0	2	
9. Amberthies	Amberthies	1691 beteweg Dr.	707-480-8350		1	
10. Tinnika Doller	Tinnika Doller	143 Bayan Dr	510-798-6982	0	2	



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

Mar 14/23

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1. YURIDIA BARRA	[Signature]	104 Hamlet St. Vallejo 94591	707-580-4397	0	1	
2. Carlo Alvarado	[Signature]	7616 Frances Drive Vallejo 94591	707-853-4576	0	1	
3. Alois Johnson	[Signature]	1335 Quail Dr.	(510) 672-9875	1	1	
4. Marisol Hernandez	[Signature]	260 American Canyon Rd.	707-704-6100	0	2	
5. Jazmin Correa	[Signature]	52 Marshall Way	707-712-5406		1	
6. Angelica Alvarez	[Signature]	773 Wright Cir	707-731-9481	0	1	
7. Mayra Molina	[Signature]	626 Amador St	707-716-7183	0	2	
8. Jessica Arroyo	[Signature]	231 Harture way	707-319-8962	0	1	
9. Jeylin Correa	[Signature]	111 Fremont St. Vallejo 94590	707-246-7890	0	1	
10.						



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
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1. AIDA VARGAS	AIDA VARGAS	6412 LOUISIANA ST	(925) 380 8263		1	
2. Chantelle	Chantelle	7112 TROGUE/CIS AVE	203 886 7424		1	
3.						
4.						
5.						
6.						
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1. CARLO Sanchez	<i>Carlo Sanchez</i>	1807 Tennessee	707-624-0111	3	3	8/21/21
2. DEIVIA Llanca	<i>Deivia Llanca</i>	1807 Tennessee St	707 624 0212		3	8/21/21
3. ZENaida GILBERT	<i>Zenaida Gilbert</i>	141 Rosemary Dr.	(707) 246-3488		2	8/28/21
4. JANELLE GARCIA	<i>Janelle Garcia</i>	255 Birch Summit	(707) 853-7662		2	8/28/2021
5. Jany Speed	<i>Jany Speed</i>	109 Lighthouse Dr	707-315-6597		2	8/28/21
6. ARLEN HERRERA	<i>Arden Herrera</i>	1107 Bonaville	707 242 2111			8/28/21
7. Jamilett Escobar	<i>Jamilett Escobar</i>	384 San Marino Ave	707 654-6615	0	1	8/28/21
8.						8/28/21
9.						8/28/21
10.						8/28/21

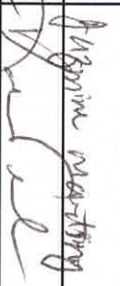
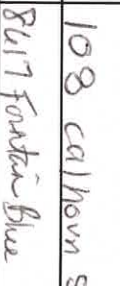
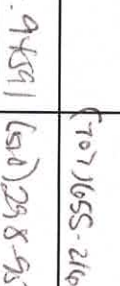

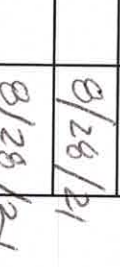
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

12

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

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1. Termino Martinez		108 calhoun st.	(707) 655-2146	2	2	8/28/21
2. KARLA-MONIQUE		8417 Fontaine Blue Ct. 94591 Vallejo CA 94591	(505) 298-9508	3	3	8/28/21
3. Amy Sikoti		1713 Broadway St #4 Vallejo CA 94591	(505) 298-9508			8/28/21
4. POPOY SIKOTI		2003 Codomo Valley Dr. 94591	(707) 384-5072	1	1	8/28/21
5. POPOY SIKOTI		2003 Codomo Valley Dr. 94591	(707) 384-5072	1	1	8/28/21
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8th

TK-7

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Maricar Borden	Maricar Borden	1643 Landmark Dr, Vallejo	707-342-2292	1	1	8-4-21
2. MORGAN JOHNSON	Morgan Johnson	WINCHESTER ST, VALLEJO	707-246-6718	0	1	8-5-21
3. Alicia Alva	Alicia Alva	1173 Louisiana St, Vallejo	707-7124313	0	1	8-2-22
4. Notaficio	Notaficio	17 MULLEN	415-940-232	0	2	8-27-21
5. Paul Avolera	Paul Avolera	750 SERENO DR, APT 2107 VALLEJO	347-233-6178	0	2	8-28-21
6. Claire Smiley	Claire Smiley	304 Bergwood Way, Vallejo, CA 94591	707-373-6791	0	1	8-28-21
7. Bethina Castro	Bethina Castro	309 Bergwood Way, Vallejo	707-373-4671	0	1	8-28-21
8. SUSANA	SUSANA	1004 Sth St, Vallejo	707-655-3863	0	1	8-28-21
9. Debbie Lamb	Debbie Lamb	34 Rommel Way, Vallejo	707-357-7485	0	0	8-28-21
10. Paul Lamb	Paul Lamb	34 Rommel Way, Vallejo	510-815-6097	0	0	8-28-21

8th
 TK-7



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

Maria Moya
4/4

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1. Buenavista P. Abella	Goodwin D. Abella	999 Grant St, Vallejo, CA 94590	(707) 304-9007	1	1	8/26/21
2. Charles Niala	C Niala	2317 E 17th Ave	707 373 1202	1	1	8/26/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Talayah Anderson	Talahah Anderson	220 Jill Ln, Vallejo, CA	707 712-0860	1	1	8/9/21
2. Monica Rodriguez	Monica Rodriguez	1414 Pomas Soisson, CA	602 816-7593	1	3	8/9/21
3. Violet Calvo	Violet Calvo	501 Locust Vallejo CA	510-520-3790		1	8/9/21
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8th Grade 712-744



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

14E

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et. seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

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1. Felicia Taylor	[Signature]	1934 Ohio St	707 641-5987	1	1	8/27/21
2. Maria Molina	[Signature]	411 Baanias Way	415-724-2728	1		8/27/21
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1. Rebecca Ramirez	Rebecca Ramirez	1323 Sonoma blvd vallejo	510 837 5133	1	2	8.25.21
2. YETICA PARRA	Yetica Parra	614 SONOMA BLVD VALLEJO	709 235 2128		2	8/25/21
3. Guen Espinoza	Guen Espinoza	2131 Sacramento St apt 1	707 225 78	0	1	8/25/21
4. BRANCA MARIN	Branca Marin	112 COMPTON CT.	707 614 5588	0	2	8/25/21
5. GYDOLPE DOMANEC	Gydolpe Domanech	301 Cedar St Vallejo	707 563 4449	0	1	8/25/21
6. Christine Holt	Christine Holt	6711 Sunrise Lane W.	415 913-8516	0	2	8/25/21
7. Rosa Chavez	Rosa Chavez	1125 Louisiana St. N.	707 334-9631	0	1	8/25/21
8. Gilberto Lopez	Gilberto Lopez	452 Woodrow Ave	509 948 919	0	1	8/25/21
9. Mayra Lams	Mayra Lams	119 Serrano Ct	707 351-3477	0	2	8/25/21
10. Jose Patricia	Jose Patricia	131 Penidast Vallejo	707 351-3477	1	1	8/25/21

PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Cleudy Gutierrez		112 Arguello Av Vallejo ↪	415 424 2902 ↪	1	1	08-30-21
2. Mercedes		113 Hollwood Ave Vallejo	510-478-2252	0	1	08-30-21
3. Emma		108 EVANS AVE	707-6-5569	1	0	
4. Kelly Astial		1519 OHIO	707-209-4425	0	1	01/20/21
5. Gerald Patricia		717 KENTUCKY ST	707-7197876	1	0	8/30/21
6. Anaela Fraw		1037 Virginia St	925-297-7642	1	0	8/31/21
7. Glenn Bennett		9256 Hallmark Pl	510-509-2342	1	1	8-28-21
8. Jose Luis		434 Stearns AV	707-6441636	1		8-30-21
9. Maria Elena		235 Mayo Avenue	707-5348633	1	0	
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Karen Boyd		109 Berry et vallejo	707 656 7110	1	1	8/30/21
2. Angela		553 Wallace ave	510-688-3133	1	1	8/30/21
3. Sophia Poe		919 Oakwood Ave	415 766-9312	1	0	8/30/21
4. THAD POE		117 E Monte St	707-953-2595	1	1	8/30/21
5. Maria Zecena		137 Porter St	510-230-5928	1	0	8/30/21
6. Bob Marshall		168 ODDSTAD RD NW	707 334 5058	1		8/30/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
 PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

4C

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1. Belinda Horton	Belinda Horton	392 Allampra Ave. Vallejo CA	9165850581	1	1	9/1/21
2. Attallah N. H.	Attallah N. H.	104 Doyle Dr. Vallejo CA	5106345519	1		9/1/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

TF

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1. Sabrina Guevara	Sfguevara	1180 Gulf Dr Fairfield, CA	707 439-0528	1	2	8-8-21
2. Isabel Daurt	Isabel Daurt	1039 Angelina Way	707 333-4534	1	1	8-20-21
3. Anna Sanchez	Anna Sanchez	1423 Granada Ct Vallejo, CA	707-230-9377	1		8-29-21
4. ANALYNN GAVIOLA	ANALYNN GAVIOLA	1113 DENONSHIRE CT. CORPORA	707-515-8900	2	1	8-29-21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

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1. Gladys Campos	[Signature]	1301 Rolcen DR	(307) 731-4120		2	8/14/21
2. Angel Francisco	[Signature]	1799 Bayhurst Dr. Vallejo	(707) 341-1977		1	8/14/21
3.						8/14/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public


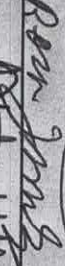

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1. Cynthia Astillo		41 CONSTANCE DRIVE	707-656-6354	2	2	7/24/21
2. Tesha Walker		1611 Robles way #369	707-712-2647	3	3	7/24/21
3. Andrei Hernandez		535 Express Ave	707-712-4616	2	2	7/24/21
4. Ruth Llaner		990 Sandollar Dr				
5. Miceia Lopez McMahon		612 Mini Dr	(707) 567-7492	1	1	8/31/21
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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Britt Sandholla-Singh		173 Prestwick 94591	510-388-2324		1	6/8/21
2. ROSA CARMEN RODRIGUEZ		14 W. I. Shore Ave			3	
3. CARMEN MUIR		630 LAUSANA ST			1	08/08/21
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PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. <i>Sydney</i>	<i>[Signature]</i>	<i>1021 Greenmont Dr Vallejo CA 94591</i>	<i>510-712-5462</i>	<i>1</i>	<i>1</i>	<i>9/1/24</i>
2. <i>Civily Roarose</i>	<i>[Signature]</i>	<i>445 Calicut Lane #5</i>	<i>707-244-4119</i>	<i>1</i>	<i>1</i>	<i>9/1/24</i>
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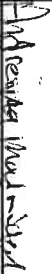




PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL
PETICIÓN PARA ESTABLECER CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

11A

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at Caliber Public Schools: High School ("Caliber: High School"). As such, petitioners believe that the attached charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 et.seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to the petition upon signature.

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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Numero de telefono	# OF STUDENTS ENTERING 9th GRADE IN 2022-23	TOTAL # OF STUDENTS ENTERING HIGH SCHOOL in 2022-23 OR LATER	DATE Fecha
1. Cynthia Ashik		41 CONSTANCE DRIVE	707-656-6354		2	7/24/21
2. Tessa Walker		1611 Robles way #369	707-712 3647		3	7/12/21
3. Andrei Vukobratovic		5385 Cypress Ave	707 712 4616		2	7/24/21
4. Ruth Bennett		1900 Sausal Rdolla Dr				
5. Mirelia Lopez-Mederos		612 Mini Dr	(707) 567-7492		1	8/31/21
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Appendix 1-2

Petition Signatures: Teachers



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

The petitioners listed below certify that we are teachers who are meaningfully interested in teaching at Caliber Public Schools: High School ("Caliber: High School"). As such, the petitioners believe that the attached charter for the creation of Caliber: High School merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 to enable the creation of Caliber: High School. The petitioners for Caliber: High School agree to operate Caliber: High School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners recognize Terence Johnson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Vallejo City Unified School District Board.

By the Lead Petitioner:

Name Terence Johnson Signature [Signature] Date 8/27/21

	NAME	SIGNATURE	CREDENTIALS HELD	PHONE NUMBER	DATE
1. X	Alesha Williams	<u>[Signature]</u>	ENGLISH	(707) 210-7906	8/2/21
2. X	Nicole Amayo	<u>[Signature]</u>	English	(925) 433-3535	8/2/21
3.	Erin Mugh	<u>[Signature]</u>	English	(707) 590-8122	8/2/21
4. X	Jonathan Acosta	<u>[Signature]</u>	Math	(707) 342-4053	8/2/21
5.	Daniel Leung	<u>[Signature]</u>	Math/Science (Bio, Chem, Physics)	(707) 766-4620	8/2/21
6. X	BETHANY BAKER	<u>[Signature]</u>	BIOLOGICAL SCIENCE	(707) 501-0064	8/2/21
7.	Michael Ransom	<u>[Signature]</u>	ELA Single Subject (6-12)	(707) 724-3111	8/2/21
8.	Kimberly Berry	<u>[Signature]</u>	Special Education	707-917-0889	8/3/21
9.	Marysis Anderson	<u>[Signature]</u>	Math	650.471.5493	8/8/21
10.					



PETITION FOR THE ESTABLISHMENT OF CALIBER PUBLIC SCHOOLS: HIGH SCHOOL

The petitioners listed below certify that we are teachers who are meaningfully interested in teaching at Caliber Public Schools: High School ("Caliber: High School"). As such, the petitioners believe that the attached charter for the creation of Caliber: High School merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47605 to enable the creation of Caliber: High School. The petitioners for Caliber: High School agree to operate Caliber: High School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners recognize Terence Johnson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Vallejo City Unified School District Board.

By the Lead Petitioner:

Name Terence Johnson Signature [Signature] Date 9/2/21

	NAME	SIGNATURE	CREDENTIALS HELD	PHONE NUMBER	DATE
1.	Hung Pham	<u>[Signature]</u>	single subject teaching credential in physics and chemistry	707-591-6460	8/31/21
2.	William Ledestueart	<u>[Signature]</u>	single subject - Social Sciences Multiple subject	858-694-8848	9/1/21
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Appendix 1-3

Sample Distribution Materials

LA HISTORIA DE CALIBER

- Caliber: ChangeMakers Escuela TK-8 es una de las mejores escuelas en Vallejo en ELA y Matemáticas
- El programa del Aprendizaje Social-Emocional y servicios para la salud mental apoyan el estudiante en total
- Caliber: High School en Vallejo será un lugar seguro y ayudante para los estudiantes a aprender

PREPARATORIA de CALIBER en VALLEJO

*Inauguración propuesta
para los estudiantes del
grado 9 en 2022-23*



Our students outperform
their peers on state tests.

- Firma la petición oficial de Caliber: High School
- Siguenos en Instagram y Facebook para aprender sobre los eventos especiales y recibir el boletín informativo



[caliberhsvallejo](https://www.instagram.com/caliberhsvallejo)



[Caliber High School
at Vallejo](https://www.facebook.com/CaliberHighSchoolatVallejo)

- CONTACTANOS!
katherine@caliberschools.org

INVOLUCRARTE

Caliber^{public}_{schools}

Las familias y los maestros de Vallejo diseñaron una preparatoria.

- Programa fuerte del aprendizaje social-emocional
- Trabajo de curso de preparación A-G para todos
- Deportes y actividades extracurriculares
- Profesores excelentes
- Programa del liderazgo comunitario

Apoyamos a los profesores a ser y hacer su mejor.

- 88% retención de profesores en Caliber: ChangeMakers
- Las inversiones en el salud mental y el bienestar
- Programas del liderazgo para los profesores

School- Family Partnerships

96% participación en las reuniones 3x/year de padres/ profesores

98% de padres muy satisfechos con Caliber: ChangeMakers en Vallejo

91% recomendarían CMA

Creemos que la comunicación regular y la confianza mejoran el aprendizaje de los estudiantes.



Los 4 Pilares de Caliber CORAZON

- Inteligencia emocional
- Círculos comunitarios cada día
- Procesos restaurativos
- Comunidad fuerte

INTELIGENTE

- Preparación para la universidad y la carrera para todos los estudiantes
- Trabajo de curso A-G para todos los estudiantes

PENSAR

- Nuestros estudiantes son pensadores independientes

ACT

- Nuestros estudiantes van a heredar nuestra comunidad
- Queremos que son empoderados
- Son agentes de cambio

THE CALIBER TRACK RECORD

- Caliber: ChangeMakers TK-8 School is among Vallejo's top performing schools in English and Math
- Caliber's Social-Emotional Learning Program and mental health services support the whole child
- Caliber: High School at Vallejo will be a safe and supportive place for students to learn

CALIBER HIGH SCHOOL *at* VALLEJO

*Proposed Opening for
9th graders in 2022-23*



Our students outperform
their peers on state tests.

- Support us by signing the official Caliber: High School petition
- Follow us on Social Media to learn about special events and get our newsletter!



[caliberhsvallejo](https://www.instagram.com/caliberhsvallejo)



[Caliber High School
at Vallejo](https://www.facebook.com/CaliberHighSchoolatVallejo)

- EMAIL US!
katherine@caliberschools.org

GET INVOLVED

Caliber^{public} schools

Vallejo families and teachers designed a high school.

- Strong Social-Emotional Learning Program
- College-preparatory coursework for all students (A-G)
- Sports and Extracurriculars
- Excellent teachers
- Community Leadership Programming

We support our teachers to do & be their best.

- 88% Teacher Retention at Caliber: ChangeMakers
- Investments in mental health & wellness
- Teacher Leader & Instructional Coach Pipelines

School- Family Partnerships

96% parent-teacher conference participation
3x/year

91% parent satisfaction

91% would recommend CMA

We believe regular family communication & trust improve student learning.



Caliber's Four Pillars

HEART

- Emotional intelligence
- Daily community circles
- Restorative processes
- Community building

SMART

- College and career readiness for every student, not just some
- A-G coursework for all students

THINK

- Our students are independent thinkers and learners

ACT

- Our students will inherit our community
- We want them to be involved and empowered
- They are agents of change

Caliber High School at Vallejo

Target opening for 9th graders in 2022-23



We educate the whole child.

- **91 % of parents highly satisfied with Caliber: ChangeMakers in Vallejo**

- **High-quality teachers**
- **88% teacher retention**

- **College & career prep for all**
- **Social- Emotional Learning**

- **Extracurricular activities**
- **Sports**
- **Community Involvement**

SIGN THE OFFICIAL PETITION - FOLLOW US ON SOCIAL MEDIA



@caliberhsvallajejo



@Caliber High School at Vallejo

Preparatoria Caliber en Vallejo

*Inauguración propuesta para los
estudiantes del grado 9 en 2022-23*



We educate the whole child.

- 91 % de padres muy satisfechos con Caliber: ChangeMakers en Vallejo

- Profesores de alta calidad
- 88% retención de los profesores

- Preparación para la universidad y la carrera para todos
- Aprendizaje Social- Emocional

- Actividades extracurriculares
- Deportes
- Compromiso de la comunidad

FIRMA LA PETICIÓN OFICIAL - SÍGANOS EN LAS REDES SOCIALES



@caliberhsvallajejo



@Caliber High School at Vallejo

LEADERSHIP
SOCIAL-EMOTIONAL LEARNING
COLLEGE AND CAREER READINESS

Caliber High School @ Vallejo



We educate the whole child.

**Proposed
opening:
9th grade
in 2022-23**

**College and Career
Readiness for all**

**Open Enrollment
All are welcome
Tuition-Free**

**Extracurricular
Activities & Sports**

**Special Education
Services**

Elective Courses

**Excellent Family
Communication**



@caliberhsvallajejo



Caliber High School at
Vallejo

LIDERAZGO
SOCIAL-EMOTIONAL LEARNING
PREPARACION PARA UNIVERSIDAD Y CARRERA

Preparatoria de Caliber @ Vallejo



We educate the whole child.

**inauguracion
propuesta:
grado 9
en 2022-23**

**Preparación para la
universidad y la
carrera para todos**

**Actividades
extracurriculares y
los deportes**

Cursos electivos

**Inscripción abierta
Sin matricula
Todos son
bienvenidos**

**Servicios de la
educacion especial**

**Comunicacion
familiar excelente**



@caliberhsvalejo



Caliber High School at
Vallejo

Appendix 1-4

Letters of Support

Dear VCUSD Staff and Board of Trustees,

I am writing to support the approval of the Caliber High School in Vallejo as a VCUSD alum and interested teacher.

I am fully advocating for Caliber High School because I know that social-emotional learning, anti-racist practices, rigor, and joy will be held together and aligned across all teachers, leaders, and spaces at the school. These elements represent what Vallejo's young people want, need, and deserve - especially as we meet this unique moment in history. I humbly make this claim because I am a product of Vallejo and its public schools.

As Vallejo's first Yale University acceptee and graduate, I'm thankful for and proud of the teachers I had at Pennycook, Springtowne Middle, and Bethel High who centered my social-emotional learning -and most critically, my humanity - alongside rigorous instruction and high expectations.

These teachers were rare blessings, however. When I was in school, my Vietnam War refugee parents had always wondered and longed for a school that catered to the very real intergenerational trauma that I, as a first-generation Vietnamese-American, their first child, was given the challenge of navigating as a young person in Vallejo's public schools.

Since my graduation from Jesse M. Bethel High in 2011, I graduated from Yale University and began my teaching career. As a high school science teacher, I have led my departments to implement, teach, and assess the Next Generation Science Standards and facilitated cycles of practice to iterate on science pedagogy, including teaching data analysis and increasing student discourse. In 2020 I was recognized by my network as the model teacher for inquiry-based science instruction and student discourse. I believe that the students of Vallejo deserve the same access to the Bay Area economy that their counterparts in larger cities have, and I believe that our schools are the key to creating these opportunities. Caliber High School's program will develop pathways for students to be able to access the regional economy and be able to bring its fruits back to Vallejo.

One way to tell my story is that I am an exception: I "beat the odds" and "got out" of Vallejo. Yet I yearn for the narrative to be different, especially for young people in Vallejo who endure significant trauma and grief. These students especially deserve a school and community that validates them, uplifts them, and indeed, helps them and their families heal. I know that Caliber High School will lead students and families with love. Further, I know that Caliber High School will cultivate a loving culture among staff and students that will help me thrive as I affect systemic change from the classroom. It is because of the promise of Caliber High School that I eagerly await my opportunity to "come home" and experience a homecoming in more ways than one - in one of Caliber High School's classrooms as a teacher and a homegrown advocate for Vallejo's future.

Sincerely,



Hung Pham

Jesse M. Bethel High 2011

Yale University - BA 2015

California Single Subject Credential: 210099392

August 30, 2021

Vallejo City Unified School District
665 Walnut Avenue
Vallejo, California, 94592
707-556-8921

Dear Vallejo City Unified School District Staff and School Board:

I am writing to enthusiastically support the opening of Caliber: High School, a proposed 9-12th grade, college preparatory high school for the students and families of Vallejo.

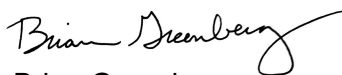
As the Chief Executive Officer of the Silicon Schools Fund, I meet with and evaluate most of the educators seeking to open new schools across Northern California. Our team has been impressed with the work of Caliber Public Schools so far, and we look forward to being able to support the expansion of their program to the high school level in Vallejo. Our team has worked in depth and with Caliber staff and we remain impressed by their leadership, level of preparation, and commitment to serving all students with a high-quality academic and social-emotional program in the proposed high school.

The Silicon Schools Fund works with over sixty schools across Northern California, rethinking standards of excellence and using innovative and creative ways to ensure that every student is learning at their own pace and level. We support traditional district schools, independent schools, and charter schools.

We support Caliber Public Schools across a variety of initiatives because we believe in Caliber's mission to end educational inequity from TK to 12th grade. The Caliber team demonstrates high-quality leadership and teaching, strong organizational supports, and a deep dedication to the belief that every child can and should succeed. Our foundation is supporting the petitioners of Caliber: High School with startup funding and look forward to supporting them as they expand to serve more students in Vallejo.

Vallejo, like much of the state, needs more proof points to demonstrate that all students can achieve at high levels. Caliber: ChangeMakers Academy will provide an excellent addition to the city of Vallejo and expand on the excellent instruction that is already underway there. For these reasons, we strongly support and recommend approval of the proposed charter for Caliber: High School. Thank you for your consideration.

Sincerely,



Brian Greenberg
Chief Executive Officer
Silicon Schools Fund



VALLEJO PROJECT*

Dear Vallejo City Unified School District and Board Trustees:

I am writing to offer my support to Caliber Public Schools as they petition to open a high school here in Vallejo.

The Vallejo Project is a community service center designed to improve student outcomes. We connect youth to multi-generational enrichment and development opportunities in the trades, arts, wellness, and culture. We bring together a passionate group of educators to deliver leadership and professional training for youth ages 16-24.

I visited Caliber: ChangeMakers Academy and met the leadership team this summer. Upon hearing about the Caliber model and the plan for the high school, I learned that Caliber and the Vallejo Project have a lot of overlap in the ways we see our mission in Vallejo. The Vallejo Project's vision for servant leadership for students is that Vallejo's youth will find a personal path that focuses on the growth and well-being of the people and larger community of Vallejo. Caliber's program, focusing on leadership, social-emotional learning, and college and career readiness, will also support our vision for Vallejo.

Our mission to empower middle and high school youth to start pathways toward careers is a natural match for Caliber: High School, which seeks to prepare 100% of students for college and career. Together, our organizations can support one another's work to help the youth of Vallejo to realize their full potential.

Vallejo needs as many organizations as possible that are committed to investing in our young people. We are inspired and hopeful to work with Caliber in the future and we look forward to their continued growth and success.

Thank you for your consideration.

Sincerely,

PRI

Adjoa Mcdonald
Founder/ Executive Director



Katherine Hendrickson <katherine@caliberschools.org>

CALIBER SCHOOLS - my experience!

1 message

Ravi S <ravi.pb.vallejo@gmail.com>

Wed, Sep 1, 2021 at 4:46 PM

To: Katherine Hendrickson <katherine@caliberschools.org>

Cc: Asha Canady <acanady@calibercma.org>

August 31, 2021

TO WHOM IT MAY CONCERN:**RE: CALIBER PUBIC SCHOOLS**

As an 18-year resident and home owner in Vallejo, and as an At-Large member of the community currently serving/having served on several Boards & Commissions in Vallejo City and Solano County since 2009, I am volunteering to write about my experience .. a rather pleasantly positive and good one !

In addition, I had served in the VCUSD's Budget Advisory Council (BAC) during 2017-19 which gave me a fast lesson and glimpse into the various issues in our Schools that has brought some recognition but also a lot of exposure to challenges.

I first met Asha and Katherine of Caliber Schools at Vallejo's Farmer's Market on Saturdays during the early 2020 political campaign season. Being curious, I heard their presentation about *who they are* and *why they are here* when students, parents and the school district are already facing many daunting challenges. Their calm, clear responses were not only convincing but also refreshing ... so was their joyous, enthusiastic, focused tour.

Upon challenging them both that I'd rather visit and see their operation live during a school season and see for myself how much of what I heard from Asha and Katherine, how much of the stated visions and goals on their social media and documents were all real and true! Gladly, they invited me to visit their facility for both a tour, meet some of their teachers and staff, and sit down for an audio-visual presentation followed by an extensive Q & A.

My familiarity with their new facility from the outside was accomplished each time I was at the US Postal Facility across Caliber Schools. Upon arrival at the main entrance, I was warmly welcomed by both Asha and Katherine. Everything looked so clean, ergonomic, well planned and laid out as we covered each of their class rooms, labs, public gathering space, library and computer rooms, arts and music areas and talked about a small school-community flower and veggie garden !

I was impressed by their current enrollment of over 800 students ! My guess would hardly be in the 200's, considering how many had stopped attending other schools in Vallejo these past 3-years. During my walking tour, I met 4 or 5 of their well qualified, friendly teachers one of whom was delighted to learn from me that at each visit to my city of birth, Bangalore - India still follows with a quick visit to my schools (National H.S. and National College) which had some of my fondest memories of friends, learning, activities and amazing teachers/mentors even after 50+ years !!!

During my Q & A, I was more than satisfied with their progress, future plans and goals that appeared more realistic and achievable, considering their fast growth since opening and the special challenges of the Pandemic. The administration and staff appear to be very determined and dedicated to strive for success and community & city government support. Most importantly, the students who appear to have found a more reassuring facility, system to foster learning academics including science and math, financial literacy and dynamics of diversity and place them all on a better path of success in this 21st century.

It was encouraging to learn also about their goal to have students engaged in democracy and peace, community service and even a mentor or senior with students buddy system of sorts. These qualities and all the other positives I noticed appear to place the Caliber School students on a higher path of learning, greater chances of success in their chosen future careers and paths of higher learning and training.

In conclusion, I am pleased to see the emergence and a stable, growing operation of Caliber Public Schools and hope that they continue this mindfully and consistently so that the citizens, parents of all their students stand behind to support them in greater growth, success and prosperity. It is obvious that Caliber Schools is most likely to change the lives of more students, make them all be better, proud members of their community wherever their life path takes them in the US and abroad.

Congratulations Caliber Public Schools -- we shall all spread the word and support you, as Activists, Neighborhood Groups, Entrepreneurs and prouder citizens of the City of Vallejo, CA. Thank you Asha and Katherine!

With **Peace & Gratitude**, **Namaste!**

"GROW Veggies/Fruits for your body, FLOWERS for your mind, heart and soul ...

PLANT TREES for planet Earth and the Next Generation. COMPOST -- Recycle"

Help spread LITERACY -- SERVE your community.

Celebrate & Collaborate Diversity !

Ravi C. Shankar, BSc BSEE MBA

Solano County Library Foundation, Board Member (2017-present)

Vallejo Naval & Historical Museum, Board Member (2020-present)
Vallejo Sister Cities Association, Board Member (since 2009)
Vallejo - Ensenada Sister City Committee Member (2017-present)
Vallejo-PB Steering Committee (2014-20)/(Chair,Cycle-5)
Vallejo Sister City Commissioner (2011-15)
Vallejo Police Dept. - Chief's Advisory Board (2017- 2021)
Vallejo School Dist. Budget Advisory Council (2018-19)
Vallejo Business Services/World Financial Group (Since 2015)
Mean Streets to GREEN Streets Project Supporter (Since 2012)
Vallejo Community Gardens (VPG, SVCG, KTCG) {Since 2010}
Vallejo 2nd Friday Art-Walk Supporter (Since 2016)
Vallejo - Mare Island Preserve Supporter (Since 2014)
Vallejo Garden Club, Member (2019-todate)
Vallejo Project, Volunteer/Supporter (Since 2020)
Cultivate Community Co-Op Supporter (Since 2017)
Cal-Maritime University, Host Family Participant (2015-todate)
Touro University Diversity Project Supporter (Since 2017)
Redwood-Banyan Business Services, Consultant (2014-todate).



Robert H McConnell

August 30 at 3:30 PM · 🌐



Last week I had the pleasure of touring Caliber: ChangeMakers Academy on Valle Vista near the newer post office. It was my privilege to hear their exciting plans for grade expansion in the not-too-distant future. It is their hope to expand into the high school grade levels. By so doing, they will offer smaller classes and more intensive learning for each and every student.

Administrators from the Caliber: ChangeMakers Academy had hoped to purchase property nearby their existing facility at Broadway and Valle Vista, in order to begin building the high school phase of their educational center. Unfortunately, they were outbid in their efforts to purchase the large lot nearby their existing campus. It appears that the hospital for the psychologically challenged on Broadway, (formerly Vallejo's only hospital), outbid their real property offers.

Undaunted, and despite the continuing pandemic, school officials will forge ahead in finding another location to build their high school. If you, or anyone you know, has any awareness of a large lot adequate for a valuable high school, please contact officials at Caliber: ChangeMakers Academy. They currently have a waiting list for the lower grade levels of education, and parents are in hopes of having their children make a smooth transition into Caliber High School. The current plan is to have a high school in place by 2023-24.

Caliber: ChangeMakers Academy mandates uniforms to limit competitiveness and offers an accountable, disciplined and balanced atmosphere for students with just the right amount of love for children to feel valued in the learning process. We wish them continued and great success in all of their endeavors.



22

13 Comments 17 Shares

👍 Like

💬 Comment

➦ Share

Dear Vallejo City Unified School District & Board of Trustees:

The Tipping Point Community is in full support of Caliber Public Schools' petition to VCUSD to open Caliber: High School.

At Tipping Point, we invest in a diverse set of organizations that focus on key levers that help people break the cycle of poverty across domains of housing, early childhood, education, and employment solutions throughout the Bay Area. We have been able to provide Caliber Public Schools with major financial contributions over the last several years because we believe that Caliber is a significant lever for improving our work toward our mission in Vallejo.

We vet organizations extensively before making an investment and evaluate organizational performance regularly. We have decided that the Caliber Public Schools team is prepared to scale their impact in Vallejo and have deployed a targeted investment toward their efforts to build capacity at the high school level.

Caliber Public Schools has a demonstrated record of improving academic achievement for students in Vallejo, especially for low-income students. Caliber High School's mission to ensure every graduate is college and career ready is aligned with our goal to increase the number of low-income, first-generation students who graduate from college. A TK-12 pathway operated by Caliber will place Vallejo students on a trajectory to disrupt cycles of poverty, support economic growth in the city, and ensure that more students attend and graduate from college.

I respectfully recommend that the Vallejo City Unified School Board approve the initial charter petition for Caliber: High School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tony Emerson-Zetina', written over a light blue horizontal line.

Tony Emerson-Zetina
Senior Program Officer for Education
Tipping Point Community



Vallejo City Unified School District
665 Walnut Avenue
Vallejo, CA 94592

Dear Vallejo City Unified School District and Board Trustees:

I am writing to support the approval of the initial charter for Caliber: High School in Vallejo.

In my conversations with the founding team at Caliber: High School, I have come to see that this team is highly dedicated to the Vallejo community and prepared to provide the students of Vallejo with relevant experiences and purposeful instruction to develop the social emotional competencies that impact students' success in school, work, and life.

The Urban Assembly is a non-profit organization dedicated to supporting social and economic mobility by providing youth with the academic and life skills necessary for postsecondary success. We are a family of schools in New York City and work with schools across the US to implement their aligned programming. Our vision is that students across our nation will be prepared personally, academically, and socially for college and career success.

The Caliber: High School model is closely aligned with our work at Urban Assembly to bring integrated social-emotional learning alongside high-quality academics to Vallejo. The Caliber: High School model is based on research which also underpins our work at the Urban Assembly. By integrating social-emotional learning, early college and career preparation, and college-preparatory academics, Caliber: High School will position its graduates to lead lives filled with joy, choice, and economic opportunity.

The Urban Assembly Resilient Scholars program will provide the basis for our work with Caliber: High School.

The Urban Assembly Resilient Scholars Program is a guided implementation model designed to support the phased implementation, integration, and sustainability of high quality SEL programming to improve district-wide, in-school and out-of-school outcomes for students.

Urban Assembly Resilient Scholars Program consists of several programmatic components:

1. **Coordination** of implementation, integration and sustainability through a specialized online portal
2. **Direct instruction** to students
3. **Assessment** of student progress



The program has been recognized as a reflection of SEL best practice in an urban environment by CASEL, Transforming Education and WestED.

Caliber: High School founding team will use the Resilient Scholars Program to

- Develop and establish behavior support systems
- Develop and establish social-emotional learning programming
- Monitor and enhance school culture/ climate
- Organize activities and inputs to Social Emotional Learning Competencies through and MTSS framework
- Codify solutions to strengthen SEL programming

The research base for an integrated approach with social-emotional learning is broad. Social-emotional learning supports college and career readiness by helping students build on their resiliency, develop prosocial behavior, and participate in experiences outside the classroom. These experiences are essential for students to become strong candidates as they apply to college, and give them cultural competency as well as transferable meta-cognitive skills to succeed after their transition from their high school to a post-secondary institution. Our public schools in the United States can offer these experiences by carefully implementing and monitoring targeted programming specifically designed to expose students to real-world learning experiences and social-emotional learning opportunities.

Public schools in the United States must do more to prepare our students for a future we cannot yet imagine. Caliber: High School's plan to integrate social-emotional learning with college-preparatory academics and college and career readiness will prepare students to meet our moment in history. For this reason, I recommend the approval of the initial charter for Caliber: High School.

Sincerely,



Brandon Frame
Director of Social Emotional Learning
The Urban Assembly



10901 West 120th Avenue, Suite 450
Broomfield, CO 80021

(303) 217-8090
chartergrowthfund.org

9/2/2021

Vallejo City Unified School District
665 Walnut Avenue
Vallejo, CA 94592

To the VCUSD Staff and Board Trustees,

I am writing to offer my support of Caliber Public Schools as they seek to launch Caliber: High School in Vallejo City Unified School District. As a part of our efforts to increase access to high-quality public school options in our underserved communities, we are excited to support the Vallejo community in their demand for additional high-quality high school options. Through our work with Caliber over the last seven years, we believe Caliber has the potential to help elevate the entire ecosystem of public education across the country.

Since 2014, Charter School Growth Fund has supported Caliber with over \$890k of philanthropy to launch and grow high-quality public schools. We have been impressed with Caliber's ability to produce an excellent academic program and maintain strong financial and operational standing.

Over the last seven years, Caliber: ChangeMakers Academy (CMA) has demonstrated that Vallejo is and can be home to excellent public schools. Caliber: CMA has regularly outperformed the District and State on standardized assessments. Additionally, Black and Latinx students have outperformed their peers in the District, County, and State every year since their opening. Caliber is committed to improving academic outcomes for the most traditionally underserved students and will continue this commitment in the Caliber: High School. After learning about the Caliber: High School academic and financial model, we have been impressed with how thoughtful the team was in their planning process to ensure the organization can scale to high school and maintain these academic results. Caliber: High School promises to be a highly desirable high school option and we are excited to support Caliber to ensure that more Vallejo students are ready for college and career.

The call from Caliber Public Schools' parents to open a Caliber High School in Vallejo demonstrates that the impact of Caliber: ChangeMakers is valued and can grow further. The strength of the Caliber Public Schools team and their track record of success in Vallejo are a strong foundation to scale their outstanding results to grade 12 and beyond.

Thank you for your consideration. Please feel free to contact me with any further questions at iconnell@chartergrowthfund.org.

Sincerely,

9.2.2021

Ian Connell
Investment Principal, Charter School Growth Fund

Appendix A-1

Healthy Schools Framework



Healthy Schools Framework

High School

Caliber Public Schools Six Essential Questions:

1. Does the Charter School demonstrate the core SEL competencies?
2. Does the Charter School deliver academic growth and achievement for our students?
3. Does the Charter School help our students make connections in their school experience that make them critically conscious of their world and the world beyond?
4. Does the Charter School promote equity and achieve equitable outcomes?
5. Is the Charter School financially and operationally sound?
6. Does the school live out the Caliber Public Schools values (feedback, affirmation & validation, collective impact, empathy & kindness)?

Essential Question	Metrics
Do we deliver exceptional academic growth and achievement for our students?	<ul style="list-style-type: none">• 100% of graduates have completed A-G requirements• 80% of students will meet college readiness benchmarks on the ACT (18 in English, 22 in Math, 21 in Reading, and 24 in Science).• % proficiency in ELA and Math on SBAC are meeting or exceeding the Statewide level for students overall and for numerically significant student sub-groups• 100% of graduates apply and accepted to a college or university• 100% of Caliber seniors will have identified and be actively pursuing their post-secondary next step to include college and/or career readiness.
Do we demonstrate the core SEL competencies in instruction and student experience?	<ul style="list-style-type: none">• Growth in student DESSA scores from Fall- Spring• All lesson plans have SEL components explicitly planned• School is proficient across all SEL school culture indicators

<p>Do we promote equity and achieve equitable outcomes?</p>	<ul style="list-style-type: none"> • There are no significant differences in student performance among subgroups as measured by SBAC and Kelvin (SEL) outcomes. • There are no significant differences in student performance among subgroups as measured by ACT. • There are no significant differences in student postsecondary pathway choices among subgroups as measured by college attendance rates. • EL Progress Indicator is green or blue on CDE Dashboard
<p>Do we help our students make connections in their school experience that make them critically conscious of their world and the world beyond?</p>	<ul style="list-style-type: none"> • All course curricula include real-world connections from content at least 1x/ unit • All students complete either a summer program, internship, job shadow, or volunteer experience (community engagement requirement) • 90% of students respond favorably to items about Cultural Awareness & Action on the student survey
<p>Is our organization financially and operationally sound?</p>	<p>Students:</p> <ul style="list-style-type: none"> • Enrollment : Achieves budgeted enrollment target plus 50% waitlist in each grade • Retention : >90% student retention (fall to fall) • Attendance : > 97% ADA annually and <5% chronic absenteeism • High school graduation rate of 100% of those students that we retain from ninth to twelfth grade. <p>Staff:</p> <ul style="list-style-type: none"> • 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 <p>Finance & Operations</p> <ul style="list-style-type: none"> • 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) <p>Authorizers</p> <ul style="list-style-type: none"> • The school maintains an “in good standing” status with its authorizer • Active and productive relationships with key staff and Board members at authorizing entity • In good standing with WASC

<p>Are we the (F.A.C.E.) of Caliber (are we leading with our values)?</p>	<p>Families:</p> <ul style="list-style-type: none"> ● 90% of families say that they believe students are treated with respect ● 90% of families say that their child feels a sense of belonging ● 90% of families feel a sense of belonging ● School earns an average score of at least 3.5 on CA's Parent Engagement Self- Reflection Tool. <p>Students:</p> <ul style="list-style-type: none"> ● 90% of students respond favorably to Sense of Belonging items ● 90% of students respond favorably to Diversity & Inclusion items <p>Staff:</p> <ul style="list-style-type: none"> ● 90% of staff respond favorably to questions about Career Progression ● 90% of staff respond favorably to questions about Diversity & Inclusion ● 90% of staff respond favorably to questions about workload
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Appendix A-2

SEL Indicators



Caliber Public Schools
High School
SEL and School Culture Indicators

Self- Awareness: Self-awareness is the ability to accurately recognize one's emotions, thoughts, and values and their influence on their behavior. This includes accurately assessing one's strengths and limitations and possessing a grounded sense of confidence, optimism, and a growth mindset.

- 1A. Students demonstrate an awareness of their emotions.
- 1B. Students demonstrate an awareness of their personal qualities and interests.
- 1C. Students demonstrate an awareness of their strengths and limitations.
- 1D. Students have a sense of personal responsibility and advocacy.
- 1E. Students can identify external and community resources and supports.

Indicators	Example Strategies
<ul style="list-style-type: none">-Describes an event or thought that triggered an emotion-Recognizes how positive and negative emotions affect others-Acknowledges an emotion and determines appropriate time and place to process it-Understands the effect of self-talk on emotions-Utilizes interests in planning and decision-making-Demonstrates confidence based on an accurate self- assessment of strengths-Demonstrates an ability to take responsibility for one's choices-Understands one's locus of control-Advocates for themselves when they have a need-Identifies organizations in the community that provide opportunities to develop their interests and talents	<ul style="list-style-type: none">-Ask students to use gratitude journals to acknowledge positive emotions-Model and provide examples of positive self-talk when a task gets difficult-When mediating two students in conflict, ask students to pause and share "I feel...because..." statements-In a community meeting, have students role-play different responses to potentially different events-Hold an advisory circle where students share their favorite qualities about themselves-Support students to consider personal interests in developing their Personal Plans for Progress (Section A.4.4)-Have students research career and job interests-Identify opportunities to meet community engagement graduation requirement with Advisor and College Counselor

Self- Management: Self-management is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

2A. Students understand and use strategies for managing their emotions and behaviors constructively.

2B. Students set, monitor, adapt, and evaluate their goals to achieve success in school and life.

2C. Students use effective choice-making and decision-making skills.

2D. Students demonstrate increasing levels of independence and the ability to set and achieve goals.

Indicators	Example Strategies
<ul style="list-style-type: none">-Demonstrates the ability to reframe difficult situations-Recognizes and evaluates how expressing one's emotions might affect or influence others-Practices strategies for dealing with stress-Evaluates how thoughts and emotions affect decision making and responsible behavior-Identifies academic goals and self-monitoring strategies-Sets, monitors, adapts, and evaluates goals to achieve success in school and life-Identifies outside resources that can help in achieving one's goal-Incorporates personal management skills (i.e., time management, organization skills) on a daily basis	<ul style="list-style-type: none">-Have students take different perspectives on a difficult historical issue-Hold an advisory circle where students role-play situations where they must manage their emotions and respond constructively.-Hold a mindful minute at the start of class-Support students to identify specific self-monitoring strategies in developing their Personal Plans for Progress (Section A.4.4)-Incorporate opportunities for students to set academic behavior goals at the outset of an extended assignment

Social Awareness: Social awareness is the ability to understand the perspective of others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize and practice civic responsibility in family, school, and community.

3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

3B. Students demonstrate consideration for others and a desire to positively contribute to their community.

3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.

Indicators	Example Strategies
<ul style="list-style-type: none"> -Identifies verbal, environmental, or situational cues that demonstrate how others feel -Values and learns from the perspectives of others -Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation -Works cooperatively with others to implement a strategy to address a need in the broader community -Participates in activities that show they are agents for positive -Participates in cross-cultural activities and reflect on his/her experience -Reflects on strategies to oppose stereotyping and prejudice of others 	<ul style="list-style-type: none"> -Have students complete "before I thought...now I think..." after a debate or Rogerian Argument -Hold turn and talks in which one student must tell their partner's perspective on an issue. -Have students work together in groups to identify an issue within the broader community and write a persuasive letter to a leader that addresses the issue. -Support students to identify community activist organizations they could work with for the community engagement graduation requirement -Conduct a Socratic Seminar on stereotype threat

Relationship Skills: Relationship skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperation, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

4A. Students use positive communication and social skills to interact effectively with others.

4B. Students demonstrate an awareness and respect for similarities and differences among community, cultural, and social groups.

4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Indicators	Example Strategies
<ul style="list-style-type: none"> -Demonstrates strategies for collaborating with peers, adults, and others in the community -Offers and accepts constructive feedback in order to help others and improve self -Uses assertive communication to have needs met without negatively impacting others -Practices strategies for maintaining positive relationships -Develops understanding of relationships within the context of networking for college and career interests -Uses listening and speaking skills that help in preventing and resolving conflicts -Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety -Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts 	<ul style="list-style-type: none"> -Hold an advisory circle about the difference between assertive, aggressive, and passive behavior -Ask students to conduct an interview with a business/industry representative to explore opportunities within a career field and the skills and education required for success -Have students reflect on feedback they receive on an assignment -College Counselor works with student to identify current students and alumni of colleges of interest -Develop a resource map of adults, counselors, and youth-serving professionals who students can utilize to assist in resolving conflicts and/or problems in Advisory -While mediating between two students in conflict, have students map the disagreement

Responsible Decision-making: Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

Indicators	Example Strategies
<ul style="list-style-type: none">-Demonstrates the ability to consider personal factors during the decision-making process-Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making-Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices-Considers ethical, safety, and societal factors and consequences when making decisions	<ul style="list-style-type: none">-Have students review two current news reports about the same event, comparing and contrasting the author's backgrounds and the perspective each report brings to the story.-Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).-In Advisory, teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, reevaluate).

Appendix A-3

Community Design Process Summary

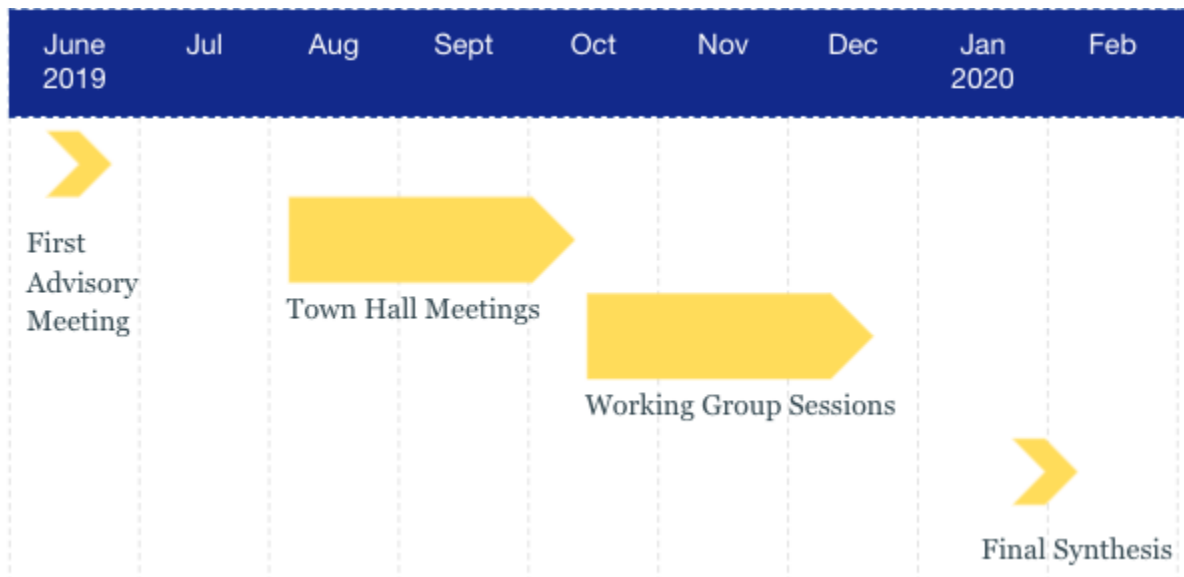


Community Design Process Summary

Design Team/ Working Group:

- Chevonne Dozier (Caliber parent)
- Ivette Ramos (Caliber parent)
- Nick Bellamy (Caliber: ChangeMakers teacher)
- Gondica Nguyen (Caliber parent)
- Mary Madrigal (Caliber parent)
- Danisha Davis (Caliber parent)
- Solyce Baduini (Caliber parent)
- Asha Canady, Caliber: ChangeMakers Academy Upper School Principal
- Ric Zappa, Chief of Schools (2018-21)
- Terence Johnson, CEO

Timeline:



Find a description of each of these components below.

Advisory Meetings

As part of the advisory meetings, stakeholders were brought together in small settings (6-12 participants per meeting) and participated in discussions in a focus group format. Between three meetings, there were 24 participants representing Caliber's students, parents/guardians and faculty and staff. Below is a sample of the meeting agenda and protocol to guide discussions.

New School: Visioning Project
Town Hall Meeting Agenda
August 1, 2019

- I. Welcome and Introductions (*Bienvenido e Introducción*)
- II. Background Information – Our Vision for a Caliber High School (*Información de Antecedentes – Nuestra Visión Para Una Escuela Secundaria de Calibre*)
- III. Overview of Activities for Today (*Resumen de las Actividades Para Hoy*)
- IV. Discussion (*Discusión*)
- V. Next Steps (*Próximos Pasos*)
- VI. Close (*Cerca*)

Objective: To gain insight from the Advisory Members regarding 1) identifying a broader list of stakeholders who can be involved in the planning process; 2) helping the project team to develop questions that will be used as part of a series of town hall meeting to be held at both Beta and Change Makers Academies.

A. Introduction (5 minutes)

If there is any discomfort with recording, do not tape the session.

We cannot effectively do this without yours and the broader community's input. We have begun engaging the people who have most at stake (i.e. students, parents/guardians, teachers). In doing so, we want to make sure that we involve both students and parents in our discussions from the start.

Today is the first of several talks that will take place in helping us think through possible designs. We honestly would like to hear what you may want that can help us build a stronger community for our students to thrive. The information you share is confidential. We will not share specifics with others outside of this group. We will only provide a summary of comments shared today.

Today's discussion will last about 45 minutes. Before we get started, what questions do you have?

<p><i>B2. Understanding potential drawbacks</i></p> <p>What are the programmatic drawbacks at Caliber?</p>	<p>Thank you for your feedback. Now, I'd like for us to shift our focus on what's working and help me better understand where some of the gaps in programming may exist.</p> <p>Question: What have you found to be most challenging for students attending Caliber?</p> <p>Question: Should Caliber have a role in addressing some of these challenges? If so, what should Caliber's role be?</p> <p>Question: How would you grade Caliber on addressing the programming gap in student support services?</p> <p>Question: Who should Caliber be looking to partner with to help address gaps in student support services?</p>
<p><i>B3. Thinking about engagement</i></p>	<p>I previously mentioned that we will begin to outreach to the broader community for input in designing programming for support services that will support our students. I'd like to hear from you who that should be.</p> <p>Question: What are some of the types of programs that young people attending Caliber participate in?</p> <p>Question: In your opinion, who in your community has the best understanding of youth who might attend a Caliber school?</p> <p>Question: Are there specific people that you would recommend that we speak to that could be of support in designing programming for support services?</p>
<p><i>B.4. Final thoughts that you'd like to share.</i></p>	<p>I greatly appreciate the discussion today. Before we end, I'd like to offer each of you the chance to share a final thought with me.</p> <p>Question: Would anyone like to share something that perhaps you forgot to share?</p>

C. Closing (8 minutes)	<p>Thank participants for sharing their insight and do the following:</p> <ul style="list-style-type: none"> ● Remind them that their information will be used to inform the design of Caliber’s supportive services; ● Share that a summary report will be written from the information collected today; ● Their names and/or any other identifying information will not be shared or included as part of the summary report; ● Adjourn
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It was clear after conducting the advisory meetings, that Caliber was extremely strong at supporting and developing student’s social emotional needs. This support was also extended to the parents. Additionally, stakeholders expressed a strong desire to ensure that any design included components that built upon existing structures of support to the emotional development of Caliber’s students in a high school setting. Stakeholders were also very supportive with identifying additional stakeholders in the community that could provide additional insight related to developmental needs of high school students that could inform the designing of prototypes.

Town Hall Meetings

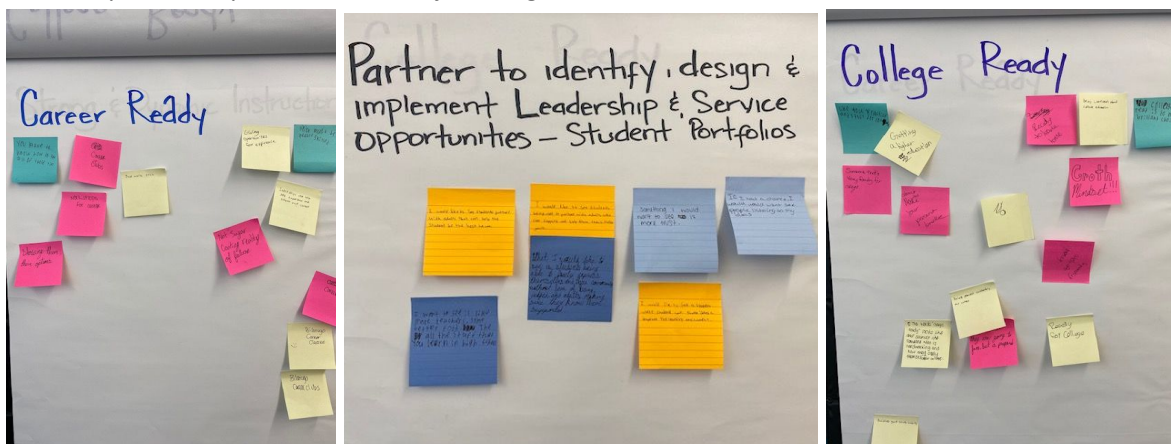
Two town hall meetings were attended by more than 20 participants in total. To maximize participation of our Spanish speaking participants, a translator was made available at both sites. The town hall meetings served as a vital phase in the design work of prototypes. As part of the meeting’s general structure, participants:

- ✓ Learned about Caliber’s overall vision for the initiative
- ✓ Received a project status update regarding findings from the advisory meetings
- ✓ Leverage the information shared as well as their experiences to engage in dialogue about potential focus areas for prototypes.

During the meeting, participants engaged in a very rich discussion that was prompted by a gallery tour activity highlighting quotes from Caliber students, parents/guardians and staff relating to their experience at Caliber. We facilitated a discussion with stakeholders intended to uncover potential focus areas for prototypes. In doing so, participants worked individually to identify areas of importance to them and posted their thoughts on the wall. This process yielded a total of seven (7) categories which included:

- ✓ Advisory & Mentoring
- ✓ Co-Curricular
- ✓ College and Career Readiness
- ✓ Equity & Opportunities
- ✓ Experiential & Alternative Learning
- ✓ Health & Safety
- ✓ Leadership and Service

Some examples of responses to the major categories are below:



Survey

Even though the campus leadership was pleased with the information collected through this process, there was alignment in sentiment to ensure greater depth by engaging more members of Caliber's campus community through a survey. A survey was developed (in English and Spanish) using Survey Monkey and sent to a total of 44 parents/guardians from both the campuses. We received 12 (27%) responses back from our target audience. The information obtained from the survey was consistent with our initial findings from the town hall meeting and increased the implementation team's confidence with moving forward to the next phase of developing prototypes.

Working Group Meetings

Upon assessing the data collected from the town hall meeting, Caliber's leadership team agreed that it would be appropriate to begin the next phase of engagement. This phase which is referred to as the "Working Group" sessions was designed to bring a select group of stakeholders together to drill down even further with respect to focus areas for prototyping, as well as the design of the prototype itself. The group's make up consisted of community members, Caliber parents, faculty, and staff. The groups met six (6) times over the course of three months. To facilitate accessibility for participants, meetings convened 90 minutes during the evenings at the Hercules Public Library. This location was ideal because it was situated roughly an equal distance between both campus communities.

Participants voted on focus areas using a weighted voting scale called "Fist-to-Five." This process challenged working sessions members to truly evaluate what was most important to them with regards to Caliber including the design of the high school. At the end of the process participants expressed satisfaction with where they had landed. The group decided on "Leadership and Development" and College and Career Readiness."

College and Career Readiness Programming

The goal of this programming would be to increase Caliber student's access to educational, vocational, and other career opportunities by developing a strong academic foundation and understanding of career

opportunities available to them. The following objectives, activities and outcomes have been identified to bring this goal into focus.

- Objective 1 – Offer A-G courses for all Caliber High School students to completed by graduation.
 - a. Develop and implement assessments for all incoming Caliber students to determine academic preparedness.
 - b. Ensure that course curricula meet A-G requirements.
 - c. Create Individualized Academic Plans that support student academic progression in a manner that is consistent with A-G requirements.
 - d. Create academic support services that foster student learning.
 - e. Monitor student academic progress to ensure that it meets A-G requirements.
 - f. Develop intervention strategies for students who are not meeting requirements.
- Objective 2 – Strong and dynamic program instruction.
 - a. Conduct annual instructor inventory assessments.
 - b. Build instructor development plan.
 - c. Caliber offers and/or supports instructor trainings based on instructional development plans in either group or individually settings.
 - d. Caliber develops and implement non-monetary incentive-based system that supports instructional achievement in classroom.
- Objective 3 – Caliber will partner with college and community to provide access to future pathways on an on-going basis.
 - a. Develop and implement assessments for all incoming Caliber students to determine career awareness and interest.
 - b. Conduct periodic career interest assessments of Caliber students.
 - c. Build grade appropriate activities for Caliber students that align with the Work Based Readiness Continuum (e.g. Career awareness, exploration, preparation).
- Immediate Outcomes
 - a. Baseline of academic readiness and focused support.
 - b. Increase in understanding of individual interest and how they may link to career opportunities, increase understanding of career opportunities
- Intermediate Outcomes
 - a. Develop increase study skills, become better prepared for college testing, increase interest and belief that college is for them and become more college ready.
 - b. Deepened knowledge of careers that align with interest, opportunities to participate in career explorative activities, increase in marketable skills and confidence.
- Long-term Outcomes
 - a. Eligible for college scholarships, better prepared for academic rigor at college level and increase in number of students who both apply and are accepted into college of student's choice.
 - b. Increase in marketable skills, building of professional network, greater understanding of career interest and pathway to achievement, vocational training and employment opportunities.

Leadership Development and Service Opportunities

The goal for this programming would be to create a learning environment that fosters high school student's personal growth by collaborating with students to identify, design and implement impactful leadership development and services opportunities that are encapsulated in the form of student's portfolios. The following objectives, activities, key task and outcomes have been identified to bring this goal into focus.

- Objective 1 – At the beginning of each academic year, Caliber staff and students will collaborate to establish guidance for grade appropriate leadership and service opportunities to be completed by each respective student.
 - a. Establish guidance for leadership and service opportunities.
 - Research best practices for youth-led leadership and service opportunities.
 - Establish guidelines for grade specific leadership development and service opportunities.
 - Produce materials outlining grade appropriate leadership development and service opportunities.
 - Create a dissemination plan for sharing guidance with Caliber students and parents.
- Objective 2 – Create a structure for high school students to participate in regular reflective activities related to their experiences during their leadership development and service opportunities.
 - a. Create guidance for student reflections.
 - Convene student, parent and faculty advisory to inform guidance.
 - Draft guidance and conduct a two-phase review process.
 - Develop student orientation module for reflections.
 - b. System to uniformly collect and house student reflections.
 - Identify staff member or volunteer with technical understanding of data management systems.
 - Develop data management criteria that meets Caliber's needs.
 - Research potential data management systems and assess based on criteria.
 - Make selection of data management system.
 - c. Scheduled time in school programming to support reflection activities.
 - School administration identifies optimal time in school schedule for students to conduct reflective activities.
 - Implement reflective activities.
 - Monitor student participation in reflective activities.
- Objective 3 – High school students will be able to highlight their respective achievements in leadership and service during their high school career.
 - a. Provide students with the necessary materials to produce student's personal portfolio.
 - Assess student's needs to develop portfolios by academic grade.
 - Develop reflective activities that are grade appropriate and supports students with developing stackable skills.
 - b. Implement reflection activities for students to capture thoughts regarding their participation in leadership and service activities.

- Support students with conducting reflection activities based on the designed guidelines.
- c. Provide periodic opportunities for students to share reflections of experiences throughout the academic year.
 - Develop a mechanism for students to share their respective reflections with peers, school faculty and staff, parents and community members.
- d. Monitor student reflection process.
 - Create monitoring tools for ensuring student engagement, support and lessons learned.
- Immediate Outcomes
 - a. Student voice, choice and leadership opportunities.
- Intermediate Outcomes
 - a. Greater student buy-in into practice of reflective activities; increased understanding of student expectations; positive relationships with peers and adults.
 - b. Mindful practices increase in self-esteem, opportunity to take inventory of interpersonal skills and employable skills and understanding/connection of making positive impacts in their respective communities.
- Long-term Outcomes
 - a. Create an inclusive process that values youth input.
 - b. Creation of a service-oriented community, collective impact, college and career readiness.

Appendix A-4

9th Grade English Sample Unit Outline



9TH GRADE ENGLISH
UNIT 1: NOW YOU SEE ME: VISIBILITY & INVISIBILITY IN
SHORT TEXTS

TABLE OF CONTENTS

Unit Summary
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UNIT SUMMARY

"To be Nobody is to be vulnerable. In the most basic sense, all of us are vulnerable; to be human is to be susceptible to misfortune, violence, illness, and death [...] Unfortunately, for many citizens—particularly those marked as poor, Black, Brown, immigrant, queer, or trans—State power has only increased their vulnerability, making their lives more rather than less unsafe." - from Nobody by Marc Lamont Hill

In Unit 1, students will explore the factors, people, things, and characteristics that make people more or less visible in the eyes of others through their reading of a plethora of short stories, poems, essays, and letters. Throughout the unit, students will read short texts to analyze the techniques authors use to develop and portray complex characters and speakers, synthesize themes about visibility and invisibility across texts, and examine how authors use word choice and language to develop their perspectives.

This unit starts with an introduction to the course essential questions around invisibility, where students begin to explore who or what makes people invisible and the plethora of attempts that individuals who are lacking visibility take to become more seen. To introduce this concept, the unit begins with an excerpt from Marc Lamont Hill's book, *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*, and Emily Dickinson's, "I'm Nobody! Who are You?" setting a foundation from which students should analyze the various prose and poetry that follow: Chimamanda Ngozi Adichie's "Imitation," Junot Díaz's "How to Date a Brown Girl (Black Girl, White Girl, or Halfie)," Sherman Alexie's "The Joy of Reading and Writing: Superman and Me," Frank Ocean's Open Letter on Tumblr, Dream Hampton's "Thank You, Frank Ocean," Jose Olivarez's "(citizen) (illegal)," and Fatimah Asghar's "Super Orphan." The exposure to multiple genres will help students learn how to work with and navigate a variety of text types, seeing the commonalities in how they should approach each as a reader and critic, more than their differences.

During this unit, students will also craft standalone argument paragraphs about the extent to which characters and/or narrators in the unit texts are "nobodies" as defined by Marc Lamont Hill. By the end of the unit, students will have established their thematic foundation for the year: "Invisible Humans: Literature of the Marginalized and Othered" and will be able to define invisibility and identify the key characteristics of marginalization and otherness.

TEXTS AND MATERIALS

CORE MATERIALS

- Short Story: ["Imitation" from The Things Around Your Neck](#) by Chimamanda Ngozi Adichie
- Short Story: ["How To Date A Brown Girl \(black girl, white girl, or halfie\)"](#) by Junot Díaz
- Essay: ["The Joy of Reading and Writing: Superman and Me"](#) by Sherman Alexie
- Letter: ["Thank You, Frank Ocean"](#) by Dream Hampton
- Book: [Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond](#) by Marc Lamont Hill (Atria Books, 2017)
- Poem: ["\(citizen\) \(illegal\)"](#) by Jose Olivarez
- Poem: ["Super Orphan"](#) by Fatimah Asghar
- Poem: ["I'm Nobody! Who are you? \(260\)"](#) by Emily Dickinson (The Poetry Foundation)

- Letter: [“Frank Ocean’s Open Letter”](#)

ESSENTIAL QUESTIONS

Thematic

- What does it mean to be invisible?
- What factors make people and places invisible?
- How are people or groups made to feel “invisible” or marginalized by society, social institutions, and the “majority”?
- In what ways do invisible people become more seen?

Skill

- What makes a character, speaker, or narrator complex?
- How do authors introduce and develop complex characters and narrators?

THEMES

In order to successfully teach this unit, you must be intellectually prepared at the highest level, which means reading and analyzing all unit texts before launching the unit and understanding the major themes the authors communicate through their texts. By the time your students finish reading this text, they should be able to articulate and explain the major themes the authors communicate through their texts related to the following thematic topics as they uncover them organically through reading, writing, and discourse. While there is no one correct thematic statement for each major topic discussed in the unit texts, there are accurate (evidence-based) and inaccurate (non-evidence-based) interpretations of what the authors are arguing. Below are some exemplar thematic statements.

- **Invisibility, Otherness and Marginalization:** The most invisible members of society are often the most otherized; societal norms and values unfairly and systematically prevent those outside of the norm from being truly seen and valued.
- **Acceptance:** Accepting ourselves and others for our truths and differences leads to increased open-mindedness and an understanding of everyone’s humanity.

VOCABULARY

Text-based

vulnerability pliable subverted submissively marred humanity misogynistic visibility intersectionality susceptible

Literary Term

conflict metaphor symbol tone narrator diction perspective other simile

To see all the vocabulary for this course, view our [9th Grade Vocabulary Glossary](#).

NOTES FOR TEACHERS

Unit 1 features some controversial texts, “How to Date a Brown Girl (Black Girl, White Girl, or Halfie)” and “The Joy of Reading and Writing: Superman and Me,” that have been banned in some schools around the country because their authors, Junot Diaz and Sherman Alexie, have been accused of sexual misconduct and sexual harassment. A primary point of contention is that Diaz’s and Alexie’s poor behavior with women and sexist acts are grounds for removal from classrooms and curriculums. Additionally, “How to Date a Brown Girl (Black Girl, White Girl, or Halfie)” contains a few profane words and includes brief references to sexual acts. We strongly believe that these texts, despite their flawed authors, are meaningful and appropriate for high school students, so long as proper guidance and support are provided around how to discuss and handle mature topics.

This unit launches with a complex excerpt of nonfiction, the preface from Marc Lamont Hill’s *Nobody: Casualties of America’s War on the Vulnerable, from Ferguson to Flint and Beyond*. It addresses issues of injustice that are rooted in the intersectionality of racism and classism. Subsequent texts integrate the following lenses: gender, immigrant status, and sexuality. No matter the racial, gender, sexual, and ethnic identities of your students, this unit will undoubtedly spark difficult—and important—conversations. Students may have strong emotional reactions to the content. As always, it is important to consider the knowledge and diverse experiences your students bring with them to your classroom.

LESSON MAP

Lesson	Materials	Objective
1 Introduction	<i>Nobody</i> – Prelude	Analyze how word choice and structure impact meaning in the opening paragraph of <i>Nobody</i> .
2 Close Reading	<i>Nobody</i> – Prelude	Explain Hill’s perspective on invisibility including how specific details, lines, and words help to develop that perspective.
3 Close Reading	“I’m Nobody! Who are you?”	Analyze how Emily Dickinson uses literary devices to convey meaning in “I’m Nobody! Who are you?”
4 Close Reading	“How To Date A Brown Girl (black girl, white girl, or halfie)”	Analyze the techniques Junot Diaz uses to characterize Yunion, the narrator.
5 Close Reading	““Imitation” from The Things Around Your Neck”	Characterize Nkem and interpret the symbolic shifts in her character.
6 Close Reading	“The Joy of Reading and Writing: Superman and Me”	Analyze how Alexie uses literary devices to illustrate his complex experience as an Indian on the reservation.
7 Seminar	“How To Date A Brown Girl (black girl, white girl, or halfie)” ““Imitation” from The Things Around Your Neck” “The Joy of Reading and Writing: Superman and Me”	Formulate and share unique arguments about meaning in and across “How to Date...,” “Imitation,” and “The Joy of Reading and Writing.” Support arguments with strong and thorough textual evidence in a Socratic Seminar.
8 Close Reading	“Frank Ocean’s Open Letter”	Explain Frank’s perspective on coming out and being queer including how word choice and figurative language help to develop that perspective.
9 Close Reading	“Thank You, Frank Ocean”	Analyze “Thank You, Frank Ocean” as a response to Frank Ocean’s coming out letter.
10 Seminar	“Thank You, Frank Ocean” “Frank Ocean’s Open Letter”	Formulate and share unique arguments about meaning in and across Frank Ocean’s Open Letter on Tumblr, and “Thank You, Frank Ocean.” Support arguments with strong and thorough textual evidence in a Socratic Seminar.

Lesson	Materials	Objective
11 Assessment: Free Response	“How To Date A Brown Girl (black girl, white girl, or halfie)” ““Imitation” from The Things Around Your Neck” “The Joy of Reading and Writing: Superman and Me” “Thank You, Frank Ocean” “Frank Ocean’s Open Letter”	Analyze how a character or speaker struggles with visibility and how this struggle contributes to the meaning of the work as a whole in a multi-paragraph response.
12 Close Reading	“(citizen) (illegal)”	Analyze how the author uses literary devices to convey the boy’s complex experience as a child of immigrant parents.
13 Close Reading	“Super Orphan”	Analyze how the author uses literary devices to convey the speaker’s complex experience.
14 Assessment: Socratic Seminar		Formulate and share unique arguments about meaning in and across all texts from Unit 1. Support arguments with strong and thorough textual evidence in a summative Socratic Seminar.
15 4 days Assessment: Performance Task		Complete the performance task to show mastery of unit content and standards.

COMMON CORE STANDARDS

CORE STANDARDS

BI 1

- **LO 1.2B** — Explain how the rhetorical features of an argument contribute to its effect and meaning.
- **LO 1.3A** — Analyze how literary elements interact to develop the central ideas of a work of literature.
- **LO 1.3B** — Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- **LO 1.4B** — Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.

BI 2

- **LO 2.3A** — Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** — Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** — Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** — Use an appropriate style and carefully selected language to strengthen an analysis.

BI 3

- **LO 3.1A** — Use context clues to infer the meaning of multiple-meaning or unfamiliar words.

BI 5

- **LO 5.1A** — Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- **LO 5.1B** — Cite relevant evidence and evaluate the evidence presented by others.
- **LO 5.2A** — Determine the purpose for communication and select an appropriate format.
- **LO 5.2B** — Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.
- **LO 5.2C** — Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.
- **LO 5.2D** — Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.

Language Standards

- **L.9-10.1** — Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **L.9-10.1.a** — Use parallel structure.
 - **L.9-10.1.b** — Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - **L.9-10.2.a** — Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Reading Standards for Informational Text

- **RI.9-10.1** — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** — Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.4** — Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI.9-10.5** — Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.9-10.6** — Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Standards for Literature

- **RL.9-10.1** — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2** — Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3** — Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.4** — Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Speaking and Listening Standards

- **SL.9-10.1** — Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.2** — Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Writing Standards

- **W.9-10.2** — Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - **W.9-10.2.a** — Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - **W.9-10.2.b** — Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - **W.9-10.2.c** — Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - **W.9-10.2.d** — Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - **W.9-10.2.e** — Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - **W.9-10.2.f** — Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LESSON 1

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze how word choice and structure impact meaning in the opening paragraph of *Nobody*.

READINGS AND MATERIALS

- Book: [*Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*](#) by Marc Lamont Hill — Prelude

TARGET TASK WRITING PROMPT

What do we now understand about the speaker based on the contrasts in the second paragraph?

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING ANNOTATION FOCUS

What jumps out to you, confuses you, or intrigues you? Where do Hill's choices around language seem most revealing and important?

SCAFFOLDING QUESTIONS

What two ideas does Marc Lamont Hill contrast in this second paragraph?

What is Marc Lamont Hill's attitude towards nobodies? Towards the government?

Identify the places in the first two paragraphs where Marc Lamont Hill repeats the idea of vulnerability. What impact does this repetition have on the meaning (tone, perspective, or central ideas) that Marc Lamont Hill conveys in the first two paragraphs?

According to these two paragraphs, what central argument will Marc Lamont Hill be proving throughout his book? How do you know?

DISCOURSE QUESTIONS

How can we characterize the speaker based on the contrasts in this paragraph?

To what extent do you feel sympathy towards Marc Lamont Hill?

HOMEWORK

- Read and annotate the "Prelude" from *Nobody* by the next class.
 - **Annotation Focus:** How does Marc Lamont Hill define being a nobody?

COMMON CORE STANDARDS

CORE STANDARDS

- **RI.9-10.2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SUPPORTING STANDARDS

RI.9-10.1 **SL.9-10.1** **W.9-10.2**

LESSON 2

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Explain Hill's perspective on invisibility including how specific details, lines, and words help to develop that perspective.

READINGS AND MATERIALS

- Book: [*Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*](#) by Marc Lamont Hill — Prelude

TARGET TASK

WRITING PROMPT

In a well-developed paragraph, analyze how Marc Lamont Hill uses rhetorical devices to define a nobody.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

ANNOTATION FOCUS

What specific lines, details, and words reveal Marc Lamont Hill's perspective on being a nobody?

SCAFFOLDING QUESTIONS

How does Marc Lamont Hill structure paragraphs 2 to 6 of the preface of *Nobody*?

What does organizing paragraphs 2 to 6 suggest about who or what is important when defining a nobody? What does organizing paragraphs 2 to 6 suggest about his purpose for writing the book *Nobody*?

In what ways does structure shift in paragraphs 7 through 10? Why is this shift important?

DISCOURSE QUESTIONS

How does Marc Lamont Hill define being a nobody?

Is his definition comprehensive? Do you agree with his definition? Why or why not?

HOMEWORK

- Read and annotate "I'm Nobody! Who are you?" by the next class.
 - **Annotation Focus:** How does the speaker in the poem feel about herself?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.2B** — Explain how the rhetorical features of an argument contribute to its effect and meaning.

- **RI.9-10.6** — Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SUPPORTING STANDARDS

RI.9-10.1 **SL.9-10.1** **W.9-10.2**

LESSON 3

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze how Emily Dickinson uses literary devices to convey meaning in “I’m Nobody! Who are you?”

READINGS AND MATERIALS

- Poem: [“I’m Nobody! Who are you? \(260\)”](#) by Emily Dickinson

TARGET TASK

WRITING PROMPT

In two to three paragraphs, comparing and contrasting “Preface” of *Nobody* and “I’m Nobody! Who Are You?” analyze the techniques, such as diction and structure, that each writer uses to make a point about being a nobody.

Criteria for Success

- Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- Evidence:** Includes multiple and varied evidence to support your line of reasoning
- Commentary:** Explains how your evidence supports your line of reasoning
- Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

ANNOTATION FOCUS

What jumps out to you, confuses you, or intrigues you? Where do Dickinson’s choices around language seem most revealing and important?

SCAFFOLDING QUESTIONS

According to the poem, what does it mean to be “somebody?” What does it mean to be “nobody?”

What is the speaker’s perspective towards being a “nobody?” What is the speaker’s perspective towards being a “somebody?” What does the speaker prefer?

DISCOURSE QUESTIONS

How does Marc Lamont Hill’s perspective of being a nobody compare with the speaker’s perspective about being a nobody in Emily Dickinson’s poem?

Which perspective of being a nobody resonates more with you and why?

HOMEWORK

- Read and annotate “How to Date a Brown Girl...” by the next class.
 - Annotation Focus:** To what extent is Yunió invisible?

COMMON CORE STANDARDS

CORE STANDARDS

- LO 1.3B** — Analyze how the writer’s use of stylistic elements contributes to a work of literature’s effects and meaning.

- **RL.9-10.4** — Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

SUPPORTING STANDARDS

LO 1.4B **LO 5.1A** **LO 5.1B** **RL.9-10.1** **RL.9-10.2** **SL.9-10.1** **W.9-10.2**

LESSON 4

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze the techniques Junot Diaz uses to characterize Yunior, the narrator.

READINGS AND MATERIALS

- Short Story: [“How To Date A Brown Girl \(black girl, white girl, or halfie\)”](#) by Junot Díaz

TARGET TASK WRITING PROMPT

Junot Diaz’s “How to Date a Brown Girl (Black Girl, White Girl, or Halfie)” reads like an instructional manual, providing a list of commands for Dominican men on how to “date” any of the type of women mentioned in the title. Write a response in which you analyze how Diaz uses literary elements as diction, details, and syntax to develop the vivid impression of the narrator, Yunior.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING ANNOTATION FOCUS

What lines, words, or phrases reveal the narrator's character? What is Diaz doing with language to reveal the narrator's character in those lines, words, or phrases?

SCAFFOLDING QUESTIONS

What is the significance of the “government cheese”? Why does the author start and end the story with this object? What does this reveal about his character?

What do you notice about the syntax of the narrator? How does the narrator’s use of commands develop his tone?

What does the narrator really want from the girls he dates—is it sex, or something else? What do the girls want from him?

What moments in the text reveal a shift or break in the narrator’s authoritative tone? What do these moments show us about his character?

DISCOURSE QUESTIONS

To what extent would you listen to the narrator's advice about dating?

How does the narrator’s perception of race and class (and his actions that result from this) influence our understanding of him as a character?

To what extent is the narrator a “nobody” as defined by Dickinson and/or Hill?

HOMework

- Read and annotate “Imitation” by the next class.
 - **Annotation Focus:** Who or what makes Nkem invisible? What does she need to feel and be seen?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.3B** — Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- **RL.9-10.3** — Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUPPORTING STANDARDS

LO 1.4B **LO 5.1A** **LO 5.1B** **RL.9-10.1** **RL.9-10.2** **SL.9-10.1** **W.9-10.2**

LESSON 5

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Characterize Nkem and interpret the symbolic shifts in her character.

READINGS AND MATERIALS

- Short Story: ["Imitation" from The Things Around Your Neck](#) by Chimamanda Ngozi Adichie

TARGET TASK

WRITING PROMPT

In "Imitation," we learn that Nkem, who lives with her children in America and seems to live a privileged life, has heard that her husband, Obiora, in Nigeria, has a girlfriend who has moved in with him. Write a response in which you analyze how the significance of the title connects to Nkem's character and the overall meaning of the short story.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

ANNOTATION FOCUS

What moments in the text reveal shifts in Nkem's character?

SCAFFOLDING QUESTIONS

What is Nkem's attitude towards her marriage? Support your answer with thorough analysis of textual evidence.

What aspects of "the other woman" back at home seem to play on Nkem's mind? Why is it expected that men will be unfaithful, but women will not? What prompts Nkem to finally speak up?

Why does Nkem cut her hair? Why does she ask her husband about the Benin masks? What might both objects symbolize?

On page 26, Adichie writes about America's "abundance of unreasonable hope." What does this mean in this story? How does it connect to the overall meaning of this short story?

DISCOURSE QUESTIONS

What is the significance of the title "Imitation" and how does it relate to Nkem's character?

If you were Nkem's friend, what kind of advice would you give her regarding her husband and marriage and why?

HOMEWORK

- Read and annotate "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie.
 - **Annotation Focus:** Who or what makes Sherman Alexie invisible? What does he need to feel and be seen?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.3B** — Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- **RL.9-10.3** — Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUPPORTING STANDARDS

LO 1.4B **LO 5.1A** **LO 5.1B** **RL.9-10.1** **RL.9-10.2** **SL.9-10.1** **W.9-10.2**

LESSON 6

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze how Alexie uses literary devices to illustrate his complex experience as an Indian on the reservation.

READINGS AND MATERIALS

- Essay: [“The Joy of Reading and Writing: Superman and Me”](#) by Sherman Alexie

TARGET TASK

WRITING PROMPT

In “Superman and Me,” we learn about Sherman Alexie’s experience in school and outside of school on the reservation. Write a response in which you analyze how Alexie uses devices such as metaphor, repetition, and parallelism to illustrate his complex experience as an Indian on the reservation.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

ANNOTATION FOCUS

What lines, words, or phrases reveal the speaker's complex experience on the reservation? What is Alexie doing with language to reveal the speaker's complex experience in those lines, words, or phrases?

SCAFFOLDING QUESTIONS

Why were Indian children “expected to be stupid”? (Paragraph 6)

What are the various ways that Indian children failed inside of school? Conversely, how did those same children excel outside of school on the reservation? What does this juxtaposition suggest?

Why does Sherman Alexie repeat the parallel phrases “I was smart. I was arrogant. I was lucky”? What do these phrases mean? What effect does he achieve through their repetition?

DISCOURSE QUESTIONS

How and why is Sherman Alexie’s experience living on the reservation complex?

In what ways is your own identity or experience living in your neighborhood complex?

HOMEWORK

Prepare for tomorrow’s mini Socratic Seminar by crafting key points and selecting and citing strong evidence per question.

COMMON CORE STANDARDS

CORE STANDARDS

- [LO 1.2B](#) — Explain how the rhetorical features of an argument contribute to its effect and meaning.
- [RI.9-10.6](#) — Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SUPPORTING STANDARDS

[LO 1.4B](#) [LO 5.1A](#) [LO 5.1B](#) [RI.9-10.1](#) [SL.9-10.1](#) [W.9-10.2](#) [W.9-10.2](#)

LESSON 7

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Formulate and share unique arguments about meaning in and across “How to Date...,” “Imitation,” and “The Joy of Reading and Writing.” Support arguments with strong and thorough textual evidence in a Socratic Seminar.

READINGS AND MATERIALS

- Short Story: [“How To Date A Brown Girl \(black girl, white girl, or halfie\)”](#) by Junot Díaz
- Short Story: [““Imitation” from The Things Around Your Neck”](#) by Chimamanda Ngozi Adichie
- Essay: [“The Joy of Reading and Writing: Superman and Me”](#) by Sherman Alexie

TARGET TASK

WRITING PROMPT

In a well-developed paragraph that synthesizes at least two of the texts for support, explain what it means to be invisible, including the factors that make people and places invisible.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

DISCOURSE QUESTIONS

Consider “Imitation” and “How to Date a Brown Girl (Black Girl, White Girl, or Halfie).” The subject of both texts is similar, but one narrator is male, and one is female. What are these two texts illustrating about gender roles in our society, specifically when it comes to relationships? How is life different for men and women in these texts, and does this align to your reality? According to these two texts, how are men and women different when it comes to visibility? Use text from both stories to support your ideas.

Marc Lamont Hill says, “To be Nobody is to be vulnerable. In the most basic sense, all of us are vulnerable; to be human is to be susceptible to misfortune, violence, illness, and death [...] Unfortunately, for many citizens—particularly those marked as poor, Black, Brown, immigrant, queer, or trans—State power has only increased their vulnerability, making their lives more rather than less unsafe.” How do “Imitation,” “How to Date a Brown Girl (Black Girl, White Girl, or Halfie),” and “Superman and Me” enhance our understanding of what it means to be a nobody? Which characters, speakers, or narrators help to create a more nuanced understanding for you? How? Why?

HOMEWORK

- Read/annotate Frank Ocean’s Open Letter on Tumblr by the next class.
 - **Annotation Focus:** What traps Frank Ocean? What frees him?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.4B** — Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.

- **RI.9-10.2** — Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.2** — Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUPPORTING STANDARDS

LO 5.1A **LO 5.1B** **RL.9-10.1** **SL.9-10.1** **W.9-10.2**

LESSON 8

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Explain Frank's perspective on coming out and being queer including how word choice and figurative language help to develop that perspective.

READINGS AND MATERIALS

- Letter: [“Frank Ocean’s Open Letter”](#)

TARGET TASK

WRITING PROMPT

In Frank Ocean's Open Letter to Tumblr, we learn about Frank Ocean's first experience of falling in love. Write a response in which you analyze how Frank Ocean uses word choice and figurative language to reveal his perspective on coming out and being queer.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

SCAFFOLDING QUESTIONS

What word choice and figurative language reveal Frank Ocean's perspective on coming out and being queer?

What is Frank Ocean's authorial purpose for writing the letter? How do you know?

What is Frank Ocean's tone in the letter? How do you know?

DISCOURSE QUESTIONS

What makes Frank Ocean vulnerable? How is he impacted by his vulnerability?

What makes coming out a complex experience for Frank Ocean? How and why is the experience complex?

Why is it important for people to be true to themselves? What can you do/we do to embrace the diversity of humanity and people's differences?

HOMEWORK

- Read and annotate “Thank You, Frank Ocean” by the next class.
 - **Annotation Focus:** Why does Dream Hampton thank Frank Ocean? Why is he worthy of thanks?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.2B** – Explain how the rhetorical features of an argument contribute to its effect and meaning.

- **RI.9-10.6** — Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SUPPORTING STANDARDS

LO 5.1A **LO 5.1B** **RI.9-10.1** **RI.9-10.2** **SL.9-10.1** **W.9-10.2**

LESSON 9

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze “Thank You, Frank Ocean” as a response to Frank Ocean’s coming out letter.

READINGS AND MATERIALS

- Letter: [“Thank You, Frank Ocean”](#) by Dream Hampton

TARGET TASK

WRITING PROMPT

In her letter to Frank Ocean, Dream Hampton thanks the music artist for publicly coming out. Write a response in which you analyze the extent to which Dream Hampton’s letter to Frank Ocean is effective.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

ANNOTATION FOCUS

What lines, words, phrases, help to reveal Dream Hampton’s purpose for writing the letter to Frank Ocean? What is Hampton doing with language in these lines, words, and phrases?

SCAFFOLDING QUESTIONS

Why does Dream Hampton thank Frank Ocean? Why is he worthy of thanks?

What is Dream Hampton’s tone in the opening paragraph of the letter? How do you know?

Dream Hampton uses a number of allusions throughout her letter. Trace the allusions she uses. What is the effect of Dream Hampton’s allusions?

Reread the first paragraph and last paragraph of the letter. Why does Dream Hampton choose to structure both paragraphs similarly. What effect does the circular ending of the letter create?

DISCOURSE QUESTIONS

Is Dream Hampton’s letter effective at responding to Frank Ocean’s letter?

Is this letter best interpreted as an affirmation, a praise, or acknowledgment?

How do you think Frank Ocean felt after reading this letter?

Are there parts of this letter that are more or less poignant in the wake of the cultural shifts that came out of the “80s, when gay rights activists were seizing the streets of New York and other major world cities, fighting for visibility”?

HOMEWORK

Prepare for tomorrow's mini Socratic Seminar by crafting key points and selecting and citing strong evidence per question.

COMMON CORE STANDARDS

CORE STANDARDS

- [LO 1.2B](#) — Explain how the rhetorical features of an argument contribute to its effect and meaning.
- [RI.9-10.6](#) — Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SUPPORTING STANDARDS

[LO 1.4B](#) [LO 5.1A](#) [LO 5.1B](#) [RI.9-10.1](#) [RI.9-10.2](#) [SL.9-10.1](#) [W.9-10.2](#)

LESSON 10

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Formulate and share unique arguments about meaning in and across Frank Ocean's Open Letter on Tumblr, and "Thank You, Frank Ocean." Support arguments with strong and thorough textual evidence in a Socratic Seminar.

READINGS AND MATERIALS

- Letter: ["Thank You, Frank Ocean"](#) by Dream Hampton
- Letter: ["Frank Ocean's Open Letter"](#)

TARGET TASK

WRITING PROMPT

In a well-developed paragraph, that synthesizes both texts for support, explain how people or groups are made to feel "invisible" or marginalized by society, social institutions, and the "majority."

KEY THINKING

DISCOURSE QUESTIONS

Consider "Frank Ocean's Open Letter on Tumblr" and "Thank you, Frank Ocean." The subject of both texts is similar, but one narrator is male and queer, and one is female and heterosexual. What are these two texts illustrating about sexuality in our society, specifically when it comes to hip hop? According to these two texts what is the relationship between sexuality and visibility? Use evidence from both texts to support your ideas.

Marc Lamont Hill says, "To be Nobody is to be vulnerable. In the most basic sense, all of us are vulnerable; to be human is to be susceptible to misfortune, violence, illness, and death [...] Unfortunately, for many citizens—particularly those marked as poor, Black, Brown, immigrant, queer, or trans—State power has only increased their vulnerability, making their lives more rather than less unsafe." How do "Frank Ocean's Open Letter on Tumblr" and "Thank you, Frank Ocean" enhance our understanding of what it means to be a nobody? Which speakers and moments from those texts help to create a more nuanced understanding for you? How? Why?

HOMEWORK

Prepare for tomorrow's Free Response Question by unpacking the prompt in your anthology and preplanning the text and character/speaker/narrator you are choosing.

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.4B** — Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.
- **RI.9-10.2** — Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.2** — Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SUPPORTING STANDARDS

LO 5.1A

LO 5.1B

RI.9-10.1

RI.9-10.2

SL.9-10.1

W.9-10.2

LESSON 11

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze how a character or speaker struggles with visibility and how this struggle contributes to the meaning of the work as a whole in a multi-paragraph response.

READINGS AND MATERIALS

- Short Story: [“How To Date A Brown Girl \(black girl, white girl, or halfie\)”](#) by Junot Díaz
- Short Story: [“Imitation” from The Things Around Your Neck](#) by Chimamanda Ngozi Adichie
- Essay: [“The Joy of Reading and Writing: Superman and Me”](#) by Sherman Alexie
- Letter: [“Thank You, Frank Ocean”](#) by Dream Hampton
- Letter: [“Frank Ocean’s Open Letter”](#)

TARGET TASK

WRITING PROMPT

In his 1952 novel, *Invisible Man*, Ralph Ellison writes: “I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids - and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me.”

Choose a character or speaker from a short story, poem, or essay from this unit who struggles with being seen or heard. Then write a multi-paragraph response analyzing how the character or speaker struggles with visibility and how this struggle contributes to the meaning of the work as a whole.

You may choose a work from the list below. Do not merely summarize the plot.

- “How to Date a Brown Girl (Black Girl, White Girl, or Halfie)” by Junot Diaz
- “Imitation” from *The Thing Around Your Neck* by Chimamanda Ngozi Adichie
- “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

HOMEWORK

- Read and annotate “(citizen) (illegal)” by the next class.
 - **Annotation Focus:** What types of actions and experiences makes the speaker a citizen? What types of actions and experiences makes the speaker an illegal?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.3A** — Analyze how literary elements interact to develop the central ideas of a work of literature.
- **LO 1.3B** — Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.

- **LO 2.3A** — Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- **LO 2.3B** — Organize ideas and evidence to effectively develop and support a thesis.
- **LO 2.3C** — Select and incorporate relevant and compelling evidence to support a thesis.
- **LO 2.3D** — Use an appropriate style and carefully selected language to strengthen an analysis.
- **L.9-10.2.a** — Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- **RI.9-10.1** — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2** — Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **W.9-10.2** — Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LESSON 12

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze how the author uses literary devices to convey the boy's complex experience as a child of immigrant parents.

READINGS AND MATERIALS

- Poem: “[\(citizen\)\(illegal\)](#)” by Jose Olivarez

TARGET TASK

WRITING PROMPT

In the following poem by Jose Olivarez, the poet explores the complex experiences of being a child whose parents are immigrants. Write a response in which you analyze how the poet uses literary devices to illustrate the boy's complex experience.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

SCAFFOLDING QUESTIONS

What experiences or characteristics make the baby a citizen?

What experiences or characteristics make the baby an illegal?

The poet includes the words “citizen” and “illegal” in parenthesis throughout the poem. Consider all the instances in which the poet has made this choice. How does the structure of the poem influence the meaning?

DISCOURSE QUESTIONS

How and why is the boy's experience complex?

Although complex, is what the boy experiences just and fair?

ANNOTATION FOCUS

What lines, words, and phrases reveal the boy's complex experience as a child of immigrant parents? What is Olivier doing with language in these lines, words, and phrases?

HOMEWORK

- Read and annotate “Super Orphan” by the next class.
 - **Annotation Focus:** What makes the speaker an author?

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.3B** — Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- **RL.9-10.4** — Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

SUPPORTING STANDARDS

LO 1.4B **LO 5.1A** **LO 5.1B** **RL.9-10.1** **RL.9-10.2** **SL.9-10.1** **W.9-10.2**

LESSON 13

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Analyze how the author uses literary devices to convey the speaker's complex experience.

READINGS AND MATERIALS

- Poem: "[Super Orphan](#)" by Fatimah Asghar

TARGET TASK

WRITING PROMPT

In the following poem by Fatimah Asghar, the poet explores the complex experiences of being orphaned. Write a response in which you analyze how the poet uses literary devices to illustrate the speaker's complex experience as an orphan.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

KEY THINKING

ANNOTATION FOCUS

What lines, words, or phrases reveal the speaker's complex experience? What is Asghar doing with language in these lines, words, and phrases?

SCAFFOLDING QUESTIONS

What makes the speaker a super orphan?

Trace the use of questions in the poem from beginning to end. What is the speaker questioning? Why is the speaker questioning herself/himself? What effect do the rhetorical questions have on the overall meaning of the poem?

Trace the use of dashes in the poem from beginning to end. Generally, what are dashes used for? How do the dashes relate to the speaker? What effect do the dashes have on the overall meaning of the poem?

The poet chooses to start the poem in the same way that she ends it: "Today, I donned my cape like a birth certificate & jumped, arms wide into the sky." Why does the poet use the structure of a circular ending? What effect does it have on the overall meaning of the poem?

DISCOURSE QUESTIONS

What makes the speaker's experience as an orphan complex? How does this connect to the title?

What can you do to demarginalize or center people, like the speaker, who are on the margins of society?

HOMEWORK

- Prepare for tomorrow's summative socratic seminar by crafting key points and selecting and citing strong evidence per question.

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.3B** — Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- **RL.9-10.4** — Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

SUPPORTING STANDARDS

LO 1.4B **LO 5.1A** **LO 5.1B** **RL.9-10.1** **RL.9-10.2** **SL.9-10.1** **W.9-10.2**

LESSON 14

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Formulate and share unique arguments about meaning in and across all texts from Unit 1. Support arguments with strong and thorough textual evidence in a summative Socratic Seminar.

TARGET TASK WRITING PROMPT

Marc Lamont Hill tells us that “To be Nobody is to be vulnerable. In the most basic sense, all of us are vulnerable; to be human is to be susceptible to misfortune, violence, illness, and death.” In a well-developed response that synthesizes at least three of the unit supplemental texts for support, take a position that defends, challenges, or qualifies Marc Lamont Hill’s claim.

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning
- **Commentary:** Explains how your evidence supports your line of reasoning
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument

DISCOURSE QUESTIONS

Marc Lamont Hill tells us that “To be Nobody is to be vulnerable. In the most basic sense, all of us are vulnerable; to be human is to be susceptible to misfortune, violence, illness, and death.” Using this definition, which narrator, character, or speaker’s vulnerability/invisibility from our unit texts is the most striking and complex? The least? Use evidence from both Marc Lamont Hill’s prelude and the supplemental texts to support.

What are all of these texts saying about invisibility? What synthesizing theme can we walk away with? How should we apply this to our year together? Use text from all texts to support.

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.4B** – Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.
- **LO 5.1A** – Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- **LO 5.1B** – Cite relevant evidence and evaluate the evidence presented by others.
- **RI.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2** – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3** – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **SL.9-10.1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LESSON 15

9th Grade English

Unit 1: Now You See Me: Visibility & Invisibility in Short Texts

OBJECTIVE

Complete the performance task to show mastery of unit content and standards.

TARGET TASK WRITING PROMPT

Your English class has just finished Unit 1. In this unit, you and your classmates explored the concepts of visibility and invisibility while reading the following collection of poems, short stories, and essays: Marc Lamont Hill's "Prelude" from *Nobody*, Emily Dickinson's "I am Nobody! Who are you?," Chimamanda Ngozi Adichie's "Imitation," Junot Diaz's "How to Date a Brown Girl (Black Girl, White Girl, or Halfie)," Sherman Alexie's "The Joy of Reading and Writing: Superman and Me," Jose Olivarez's "(citizen) (illegal)," and Fatimah Asghar's "Super Orphan." To conclude this unit, you will engage in a performance task that will allow you to synthesize ideas from a variety of perspectives and demonstrate your understanding of visibility and invisibility. In a small group of four to five students, you will create and perform a scripted panel discussion between a moderator and three to four authors of your choice from the unit for a primetime television network such as ABC, NBC, Fox, or MSNBC.

Criteria for Success

- Is effectively organized and has a coherent structure
- Addresses the following questions:
 - Which three to four additional authors from Unit 1 are you inviting to the discussion?
 - What would the moderator ask and say to the authors?
 - How would the moderator frame this conversation segment? Conclude the conversation segment?
 - If three to four of the authors from this unit were joining a panel discussion about visibility and invisibility what would they ask and say to one another?
- Demonstrates a complex understanding of visibility and invisibility
- Synthesizes ideas from a variety of perspectives from the unit's list of texts
- Contains language and style that is authentic to specific authors included in the unit.

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.4B** – Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.
- **LO 5.1A** – Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.
- **LO 5.1B** – Cite relevant evidence and evaluate the evidence presented by others.
- **LO 5.2A** – Determine the purpose for communication and select an appropriate format.
- **LO 5.2B** – Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect.
- **LO 5.2C** – Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.
- **LO 5.2D** – Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.
- **L.9-10.2.a** – Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- **RI.9-10.2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.2** – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **SL.9-10.1** — Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **W.9-10.2** — Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Appendix A-5

Lesson Plan Templates and Internalization Guides



General Daily Lesson Planning Template

Standard:		
Daily Objective: SWBAT...	Key Concepts and Vocabulary for today: • • • •	
Mastery Check/Exit Ticket/ Formative Assessment: <i>How will students get & record or reflect on feedback for this objective today?</i>		
Homework:		
Lesson Activities		
Agenda Item & Teacher Script/Actions <i>Consider the following:</i> -gradual release of responsibility -literacy + content -spiraling -student feedback -multisensory	Student Actions and Student Thinking <i>Consider the following:</i> -what materials will students have? -what are students doing (writing, talking, moving, etc) -what does exemplary student work (writing, talking, etc) look and sound like? -how will you know students are meeting those expectations?	Time

<i>-manageable time segments -student actions and heavy lifting</i>	<i>-where will you plug in checks for understanding to ensure students are meeting those expectations?</i>	
Launch		10 min
Closure		
Mastery Check/ Exit Ticket		10 min

Lesson Reflection:

Strengths	Areas to Grow



Internalization Guides

Implementing a highly-aligned curriculum often requires a shift in teacher planning practices, from spending on average twelve hours a week sourcing and splicing together resources to spending time deeply internalizing content and preparing for execution of lessons.

Purpose

This document is intended to provide a process through which teachers can engage in lesson internalization with their grade-level peers, independently, or with the support of their coach. The tool is not meant to be a template to fill out, but instead, guiding questions to support teachers in their internalization work. In using this tool, educators should “answer” the guiding questions by making their thinking visible in one of the following ways (additional methods welcome):

- Making a copy of this document to edit directly and share with coach
- Making annotations right in the hardcopy TE (and maybe also text) with pencil, sticky notes, etc. and take pictures to submit using something like Adobe scan
- Creating a running Google Doc (shared with coach) that shows thinking to the protocol questions and any additional notes/considerations

Whatever method teachers use to make their thinking visible, it should be a process that works for the individual teacher and/or grade-level team. Additionally, teachers need to be able to reference their thinking in subsequent years to further extend their internalization practice.

Intended User and Rationale

Internalization Guides are intended to support internalization at the unit, focusing arc, and lesson levels. They are designed to both prepare educators for execution of content, as well as support a deepened understanding of the progression, structure, and design of the curriculum. As a result, this protocol does not ask educators to make significant customization decisions.

LESSON PRE-PLANNING		
Standard:		
Objective:		
Action	Questions to Consider	
Digging into the Standard	Identify and unpack the standard(s) connected to the lesson and assessment/exit ticket. <ul style="list-style-type: none"> <input type="checkbox"/> Which standard(s) is/are being addressed? <input type="checkbox"/> What standards from the previous grade are the building blocks for this standard? <input type="checkbox"/> Which aspect(s) of rigor is/are the standard(s) calling for? [Conceptual Understanding Procedural Skill and Fluency Application] 	
Know & Show Chart	What do students need to know?	What do students need to show?
LESSON PLAN		
Action	Questions to Consider	
Do the Math!	<ul style="list-style-type: none"> <input type="checkbox"/> What are the various solution methods/representations that could be produced? <ul style="list-style-type: none"> <input type="checkbox"/> Solve the math problems within the lesson. <ul style="list-style-type: none"> <input type="checkbox"/> OpenUp (Illustrative Mathematics) : Warm Pp, Activities, Synthesis, Cool Down <input type="checkbox"/> Where did I struggle with the math? 	
Critical Moments & Activities	<ul style="list-style-type: none"> <input type="checkbox"/> Which activity hits the hardest at the aspect of rigor that the Cool Down, Learning Goals, and Standard all call for? <input type="checkbox"/> How do we know these are the highest leverage questions/problems/moments? 	

	<input type="checkbox"/> What is the exemplar response to the above questions and activities?
Anticipate the Misconceptions & Plan	<input type="checkbox"/> While thinking of the key takeaways for the lesson, where do I anticipate my students will struggle? Why? <input type="checkbox"/> What scaffolds or differentiation needs to occur if students are having difficulty? <ul style="list-style-type: none"> <input type="checkbox"/> Consider scaffolding questions and different on ramps for different learners. <input type="checkbox"/> Identify questions or the instructional strategy to address these misconceptions. <input type="checkbox"/> What are your stop points that you can't move on from if students aren't with you?
Design the Student Experience <i>How are students engaging to fully participate in the appropriate aspect of rigor?</i>	<input type="checkbox"/> Which aspects of the lesson will be most important to complete together? Which aspects can be completed independently? <input type="checkbox"/> What student interactions need to happen during each activity? (Independent, Partners, Groups) <input type="checkbox"/> What student to teacher interactions need to happen during this activity? (One on One, Teacher to Partners/Groups)
Stamp the Learning	<input type="checkbox"/> Which questions and activities in the lesson synthesis are critical to meeting the above aspect(s) of rigor? <input type="checkbox"/> What are the ideal answers to these questions? <input type="checkbox"/> How are you connecting the lesson synthesis to the cool down?

Protocol Steps
<p>Step 1: Preparation</p> <ul style="list-style-type: none"> A. Read the lesson's Prepare section, taking note of the lesson's Focusing Question, Content Stage, Content Framing Question, Craft Stage, and Craft Question. B. Note the lesson's Learning Goals and Checks for Understanding (CFUs). C. Read the lesson and lesson texts. D. Skim any handouts or assessments listed in the lesson's Materials section. E. Read the lesson's Analyze section.
<p>Step 2: Considering Standards</p> <ul style="list-style-type: none"> A. Note the CCSS standards used throughout the lesson B. Note the ELD standards that are addressed/can be addressed throughout the lesson. (See ELD Standards Compared to CCSS Speaking and Listening to match the ELD standards with the collaborative protocols, deep dives, etc. of the lesson) C. Highlight/annotate/describe where these standards show up throughout the lesson
<p>Step 3: Annotate the lesson as to</p> <ul style="list-style-type: none"> A. What students do (i.e., the key student actions, thoughts, discussions, or products) in each section of the lesson (Welcome, Launch, Learn, Land, and Wrap)*; and B. Why students take each action (i.e., the action's role in helping students meet the lesson Learning Goals, answer the lesson's Content and Craft Stage questions, or develop knowledge and skills needed for the Focusing Question or End of Unit Tasks). <p><i>Alternatively, complete a two-column chart with these headers: What Do Students Do? and Why?</i></p>

Use the Lesson Study Protocol Guide to support your what/why analysis.

***Plan to devote most of your analysis time to the Learn section as it is where students' key learning occurs.**

Lesson Section (How long should the section take?)	What Students Do? (Key Actions or Products)	Why? (How does this help students meet Learning Goals, answer Content or Craft Stage questions, or prepare for FQ or End-of-Unit Tasks?)
Welcome Note how long the section should take.	Note key student actions.	Annotate as to any that describe the Welcome activity's purpose. <ul style="list-style-type: none"> - Activates prior knowledge - Engages students - Previews vocabulary - Provides a chance for review - Other:
Launch Note how long the section should take.	Note key student actions.	Annotate as to any that describe the Launch activity's purpose. <ul style="list-style-type: none"> - Sets a purpose for learning - Establishes the learning goals - Previews vocabulary - Previews the lesson - Other:
Learn Note how long the section should take.	Content Stage/Reading <ul style="list-style-type: none"> - Note the lesson's Content Stage. - Annotate for the kinds of thinking students do about texts. 	Annotate the lesson sections and CFUs that help students meet Learning Goals. Reflect on the knowledge and skills focus of the Focusing Question arc. Annotate the Learn activities that build this knowledge and skills.

	Craft Stages/Writing and Speaking <ul style="list-style-type: none"> - Note the lesson's Craft Stage. - Annotate the craft skill students are learning and how they learn it. - Note any speaking instruction or practice. CFUS Note what CFUs students complete.	Reflect on the knowledge and skills students need to complete the End-of-Unit Task. Annotate the Learn activities that build this knowledge and skills.
Land Note how long the section should take.	Note what students do.	Annotate as to any that describe the Land activity's purpose. <ul style="list-style-type: none"> - Solidifies learning - Answers the Content Framing Question - Other:
Wrap Note how long the section should take.	Note what students do.	Annotate as to any that describe the Wrap activity's purpose. <ul style="list-style-type: none"> - Builds fluency - Offers a chance to read/reread lesson text - Other:
Lesson Assessment Opportunities (Refer to the Analyze section)	Star instances (particularly in the Learn and Land sections and CFUs) when you can gain assessment information about students' knowledge and skills. (You may want to note K for knowledge and S for skills or create another key that works for you to highlight specific skills in writing, vocabulary, and so on.) Complete the assessment and then compare your answers to the provided student	

as needed)	exemplar to identify the expected level of performance.
------------	---

Social Studies Daily Lesson Internalization Guide

Step 1

Before moving forward, read the sources + materials. Answer the questions.

How does this lesson fit within the larger context of history and the unit of study?

Historical Documents

- What is the source of the historical document?
- Who is the audience of the document?
- What is the purpose of the document?
- What is the main idea?
- What is the author's point of view?
- How reliable is the document?
- What is the historical context of the document?
- What are the big ideas in history supported by the document?
- What similarities and differences exist between documents?

Poetry

- What is the literal meaning?
- What is the deeper meaning?

Step 2:

Big Idea:		
Lesson Components	How will students engage with this component? (e.g. Group work, jigsaw, Nearpod, pairs, etc.)	What does an exemplar answer look like? What text-based information could students include?

Step 3:

<p>Which key questions + activities get at the heart of the lesson? (Indicate with a <u>star</u> in the curriculum)</p> <p>Which key questions + activities would foster an authentic and productive discussion? (Highlight in YELLOW)</p> <p>Which key questions + activities are standards-aligned and specifically ask students to apply the standard? (Highlight in ORANGE)</p>	
Questions from Curriculum	Back Pocket Question (BPQ)

	(Teacher created scaffolded questions to ask if needed)

Step 4:

Read the recommended supports in the Lesson Plan. Using the guidance, make a plan for how you are going to address vocabulary and the critical background knowledge needed to access the text.

Vocabulary Terms	Plan
Background Knowledge	Plan

Step 5:

What does a mastery answer look like?

What text-based information do students need to know to achieve mastery?

What standards-based skills and strategies do students need to know to achieve mastery?

What transferable takeaways do students need to understand to be successful by the end of the lesson?

Appendix A-6

Coaching Meeting Agenda

Date:										
Agenda		Elaborated								
Objective:		What is the purpose of this meeting <coach fills out in advance>								
Pre-work: Week at a glance		<p>Please identify which days during the week you will accomplish the following: <teacher fills out in advance></p> <ul style="list-style-type: none">Teachers: Weekly lesson plans, Data analysis, Parent communication , Video has been uploaded to Torsh, Update gradebooks, IEP meetings , Parent outreach, Co-planningSEL: Clinical meetings, cross functional meetingsOPS: Meet with students / stakeholders and families, cross functional meetings/translations <table><tr><td>Monday:</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr></table> <p>Any additional pre-work or reading</p>				Monday:	Tuesday	Wednesday	Thursday	Friday
Monday:	Tuesday	Wednesday	Thursday	Friday						
Check-in (3 min)		<ul style="list-style-type: none">Establish a personal connectionSpecific praise grounded in Teacher action that highlights progress towards a goal set								
Planning (10 min)		<ul style="list-style-type: none">Review scope & sequence and pacing guideReview Lesson Plans <u>(should be reviewed in advanced)</u>Did they do it, any quick hitsSEL: Clinical meetings, Student goals etcOPS: Review schedule for the week Meetings with vendors, parents, other team members								
Execution (10 min)		<ul style="list-style-type: none">Review a piece of instructional video and score with aligned observation tool (IPG and/or Equity rubric) - identify desired next step in advanceIdentify coaching stance that you'll use in this O3 (directive, inquiry, etc. etc.)Identify glows in instructionIdentify areas of growthSTAMP clear next step for teacherSEL: Clinical meetings, follow ups etc.OPS: Parent meetings, enrollment goals, facilities								
Data (10 min)		<ul style="list-style-type: none">Review data protocol<ul style="list-style-type: none">Identify trends in whole group, identified sub group dataName any disproportionality and discuss root causesName any opportunities for reteach or quick hits moving forwardReview gradebook to ensure it is aligned to grading expectations and that ALL DATA POINTS have a STANDARD LINKEDSEL: Deanslist data, progress monitoring on attendanceOPS: Reviewing meals, attendance, tech requests, repair requests, enrollment, registration etc.								
Practice (10-15 min)		<ul style="list-style-type: none">Determine the practice that the teacher should engage in advancePractice like you play- Use coaching moves/ stems that you will use throughout the week								
Other items (5)		<ul style="list-style-type: none">Teacher generated thoughtsFamily communicationSchool cultureDeliverablesPD RemindersGrading/Gradebook Audit - dates								
Feedback for Coach (3)		<ul style="list-style-type: none">Identify a feedback protocol (start, stop, continue, glows or grows, etc. etc.)								
Next Steps (5 min)		<p>Coaching Cycle Next Steps</p> <ul style="list-style-type: none">Determine coaching moves/supports for teacher throughout the week in advancePlan for real-time feedback: Agree on a predetermined cue for next observation								

Objective:										
Pre-work: Week at a glance	<table><tr><td>Monday:</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr></table> Any additional pre-work or reading					Monday:	Tuesday	Wednesday	Thursday	Friday
Monday:	Tuesday	Wednesday	Thursday	Friday						
Check-in (3 min)										
Planning (10 min)										
Execution (10 min)										
Data (10 min)										
Practice (10-15 min)										
Other items (5)										
Feedback for Coach (3 min)										
Next Steps (5 min)										

Appendix A-7

Technology Platforms Chart



Technology Platforms Chart
High School

Platform	Description	English	Math	Science	Social Sciences	Language	Electives
Google Documents / Google Suite	Online document-sharing (word processing, presentation slides, spreadsheets), email, and calendar	X	X	X	X	X	X
Google Classroom	Online platform for sharing assignments, student work, and providing feedback.	X	X	X	X	X	X
Code Academy	A Coding Program						X
Code.org	Introduction to coding platform						X
IXL	Standards-based program for procedural Math		X				
Lexia	Adaptive, self-paced reading comprehension program	X					
Nearpod	Platform for live interactive slide presentations	X	X	X	X	X	X
Quizlet	Flashcards creation and website	X	X	X	X	X	
Achieve3000	Non-fiction articles leveled by Lexile	X			X		X

Appendix A-8

Sample Data Studio Report

FILTERS

School: ChangeMa... (1) ▾

Grade Level ▾

Subject ▾

Class ▾

Race ▾

EL Status ▾

Special Ed Status ▾

StudentDisplayNa... ▾

CAUTIONS

Uses of MAP Growth results—particularly those tied to accountability or other high-stakes purposes—merit caution. This caution extends to normative interpretations of student test results, given that the norms describe achievement and growth trends in “normal” years, and testing conditions and approach in 2020 will likely be much different than normal.

MAP is one data point that should be used in conjunction with other data and information about students.

REPORT DESCRIPTION

INTENDED AUDIENCE

- SSO and school leadership teams

KEY QUESTIONS

- How are 3-8 students doing on the 20-21 spring MAP relative to a typical school year?
- Have 3-8 students made academic gains since fall testing?
- Are there differences in performance and academic gains by student equity dimensions?

PAGE NAME

DESCRIPTION

How many students completed the test?
What was the average test durations?

How are students doing on spring map relative to a typical school year?

Have students made academic gains since fall?

How does student growth compare to other school years?

How are students performing on the domain areas?

Are there differences in performance by race/ethnicity?

Are there differences in performance by English Learner status?

Are there differences in performance by Special Education status?

Are there differences in performance by class roster?

Filter for a specific class and subject to view detailed information for that class.

Filter and create lists of students with similar domain scores for flexible grouping based on instructional needs.

KEY METRICS

WHAT DATA IS REPORTED?

3rd through 8th graders who have taken spring MAP.

RIT Score (Average): A student’s achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. Like marking height on a growth chart, and being able to see how tall your child is at various points in time, you can also see how much they have grown between tests.

Status Percentile Rank (Median): Student ranking, based on the RIT score of this test as compared to the NWEA norm study. A student’s percentile rank indicates that the student scored as well as, or better than, the percent of students in the norm group. A student scoring at the 35th percentile scored as well as, or better than, 35 percent of students in the norm group.

Conditional Growth Percentile (Median): The student’s percentile rank for growth. If a student’s CGP is 50, this means that the student’s growth - compared to their growth projection - was greater than 50% of all students in the NWEA norm group. A student who has met their growth projection exactly will have a CGP of 50. It is based on their grade, starting RIT score, the subject in which they tested, and the amount of instructional time between two test events.

Typical Growth (% Met or Exceeded): RIT score that about half of US students will make over time, based on national student growth norms. Projections take into account the student’s initial score, grade level, and time between tests (also known as projected growth).

Domain Scores: Reporting categories on MAP Growth reports that are aligned to standards or benchmarks (also called goal areas, goal strands, or instructional areas)

Domain Adjective (% Average & Above): Adjective related to the first domain score. This is defined using the domain score percentile:
Up to 20th percentile = “Low”
20th to 40th percentile = “LoAvg”
40th to 60th percentile = “Avg”
60th to 80th percentile = “HiAvg”
80th percentile and above = “High”

FILTERS

School: ChangeMa... (1) ▼

Grade Level ▼

Subject ▼

Class ▼

Race ▼

EL Status ▼

Special Ed Status ▼

StudentDisplayNa... ▼

CONSIDERATIONS AND CAUTIONS

Data doesn't tell us what to do. Evidence informs professional judgment. It does not replace it.

"Thoughtful data-use practices can expand students' opportunities to learn, whereas misinformed use of data can limit their opportunities." - Datnow

"Productive data-driven conversations about equity in educational outcomes focus educators on an examination of their own practice to understand why students experience such different outcomes in the present—in these classes and at this school." - Moeller, et al.

Adopt an asset-based mindset, not a deficit mindset

- Students are not blank slates. They come to us with "funds of knowledge" including life experiences and cultural tools that can be leveraged to support their learning.

Barriers exist in the learning environment, not the student

- When students are not accessing content, don't try to fix the student; instead, try to improve the learning environment and remove barriers that could be getting in the way of student learning.

Emphasize continuous improvement, not accountability

- Reflecting and discussing data together can promote collective responsibility and a culture of continuous improvement, but an overemphasis on test data for accountability can erode trust and inhibit equity efforts.

Use data to challenge beliefs, not confirm biases

- Using student characteristics and home life as the primary explanation for high or low achievement can reinforce a culture of low expectations and stereotypes; instead, redirect conversations around improving instructional practices.

Promote flexible differentiation, not tracking

- Thoughtful use of data can lead to flexible grouping and individualised learning plans that promote student learning, but misinformed use of data can lead to long-term ability grouping that closes off opportunities for students.

KEY QUESTIONS

- Are all students meeting their learning goals?
- Are there differences in performance for groups that have historically been/currently are marginalized in our setting?

If some student groups are meeting learning goals ...

- What factors in their learning environment are enabling them to succeed?
- How can we build off their success with other students?

If some student groups are not yet meeting learning goals ...

- What barriers in our learning environment are preventing these students from meeting their learning goals?
- What funds of knowledge do these students bring? How can they be leveraged to support learning?
- How have our beliefs, practices, and policies contributed to this?
- What skills and knowledge will students need to be ready for what's next?
- How do both quantitative and qualitative forms of data support this?

SOURCES:

- Datnow, A. (2017). Opening or closing doors for students? Equity and data-driven decision-making.
- Moeller, E., Seeskin, A. & Nagaoka, J. (2018). Practice-Driven Data: Lessons from Chicago's Approach to Research, Data, and Practice in Education. Chicago, IL: UChicago Consortium on School Research.

Caliber 3-8 Spring MAP Overview

How did students grow on MAP? (Fall to Spring 2020-21)

FILTERS

School: ChangeMa... (1) ▾

Grade Level: Exclu... (2) ▾

Subject ▾

Class ▾

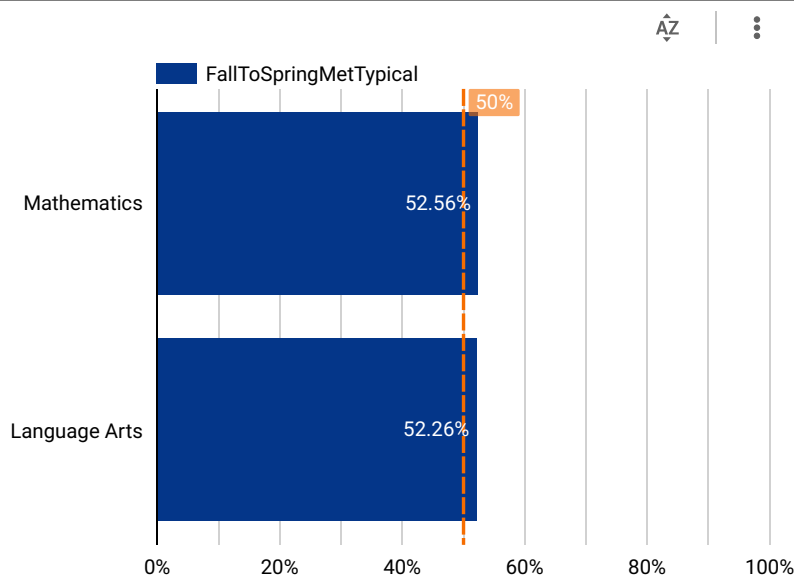
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EL Status ▾

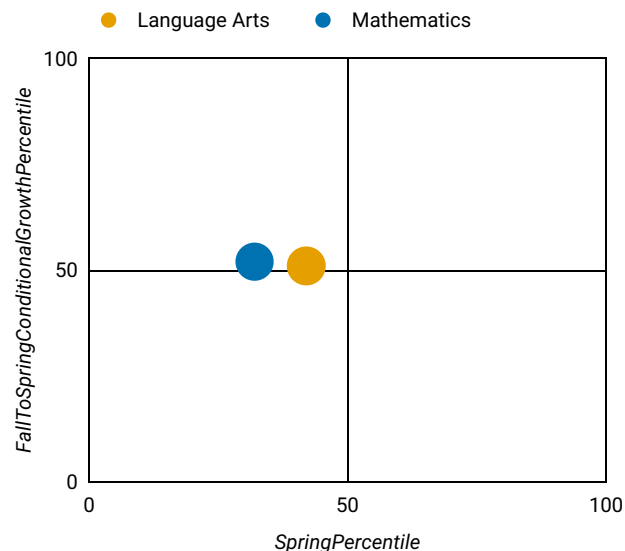
Special Ed Status ▾

StudentDisplayNa... ▾

% MET TYPICAL GROWTH BY SCHOOL



GROWTH VS ACHIEVEMENT BY SCHOOL



Fall to Spring Growth by School, Grade, & Subject

NOTE: This only includes 3-8 students who have both fall and spring scores.

According to the definition of typical growth, you would expect around 50% of students to meet or exceed their typical growth projection and 50% to not meet them.

School ① ▲	Grade...	Subject ② ▲	FallToSpringObs...	FallToSpringMetTypical	FallToSpringConditio...	FallToSpri...
ChangeMakers Academy	5	Language Arts	9.81	50.88% <div></div>	51 <div></div>	0.25
ChangeMakers Academy	6	Language Arts	1.9	40.3% <div></div>	34 <div></div>	-0.58
ChangeMakers Academy	7	Language Arts	6.82	65.91% <div></div>	69 <div></div>	0.27
ChangeMakers Academy	8	Language Arts	2.52	56% <div></div>	51 <div></div>	-0.17
ChangeMakers Academy	5	Mathematics	8.45	44.83% <div></div>	40 <div></div>	-0.17
ChangeMakers Academy	6	Mathematics	6.89	52.38% <div></div>	50 <div></div>	-0.18
ChangeMakers Academy	7	Mathematics	7.66	47.73% <div></div>	42 <div></div>	0.19
ChangeMakers Academy	8	Mathematics	8.32	62.32% <div></div>	64 <div></div>	0.41
Grand total			6.3	52.41%	51	-0.02

Caliber 3-8 Spring MAP Overview

How are 3-8 students doing on the spring MAP domain areas?

FILTERS

School: ChangeMa... (1) ▾

Grade Level: Exclu... (2) ▾

Subject ▾

Class ▾

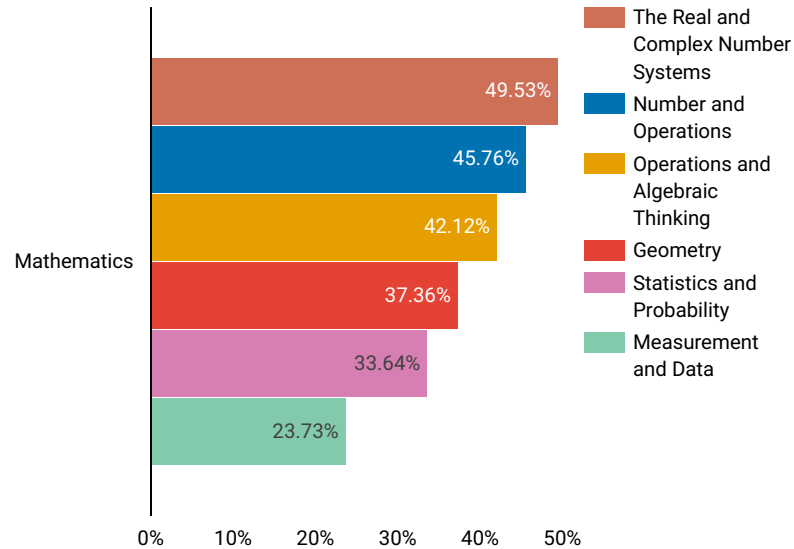
Race ▾

EL Status ▾

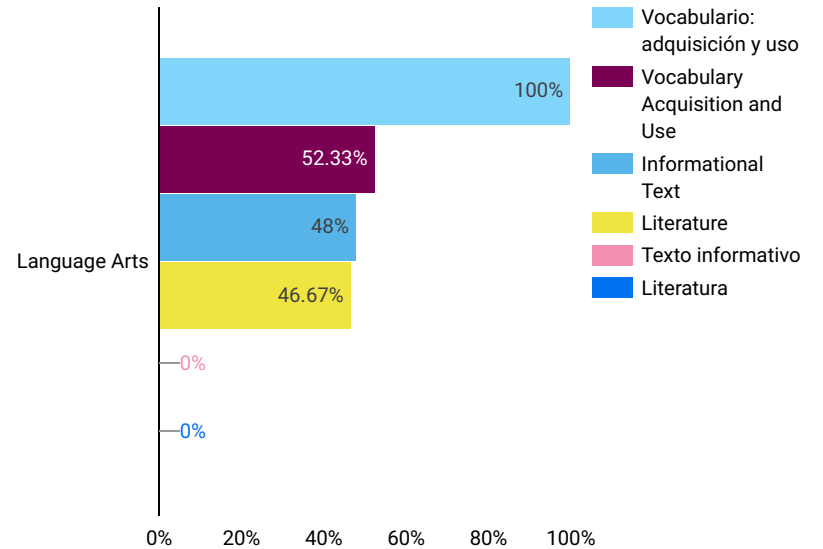
Special Ed Status ▾

StudentDisplayNa... ▾

Spring Math Domain (% Avg & Above)



Spring ELA Domain (% Avg & Above)



School	Grade...	Subject	GoalName	Record Count	GoalAvgOrAbove	GoalRitScore	GoalStdErr
ChangeMakers Academy	8	Mathematics	The Real and Complex Num...	84	54.76%	227.75	6.2
ChangeMakers Academy	8	Mathematics	Statistics and Probability	84	46.43%	220.76	6.15
ChangeMakers Academy	8	Mathematics	Operations and Algebraic Th...	84	54.76%	228.54	6.14
ChangeMakers Academy	8	Mathematics	Geometry	84	52.38%	223.52	6.13
ChangeMakers Academy	8	Language Arts	Vocabulary Acquisition and ...	90	57.78%	217.81	6.14
ChangeMakers Academy	8	Language Arts	Literature	90	52.22%	215.02	6.09
ChangeMakers Academy	8	Language Arts	Informational Text	90	50%	214.58	6.06
ChangeMakers Academy	7	Mathematics	The Real and Complex Num...	56	50%	220.73	6.22
ChangeMakers Academy	7	Mathematics	Statistics and Probability	56	26.79%	210.16	6.39
Grand total				1,995	44.01%	212.66	6.13

Caliber 3-8 Spring MAP Overview

How are students by performing and growing by class?

FILTERS

School: ChangeMa... (1) ▼

Grade Level: Exclu... (2) ▼

Subject ▼

Class: Exclude Res... (2) ▼

Race ▼

EL Status ▼

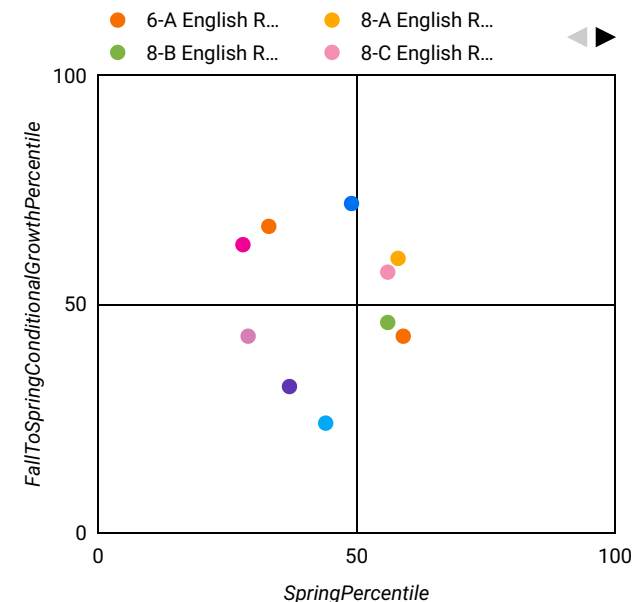
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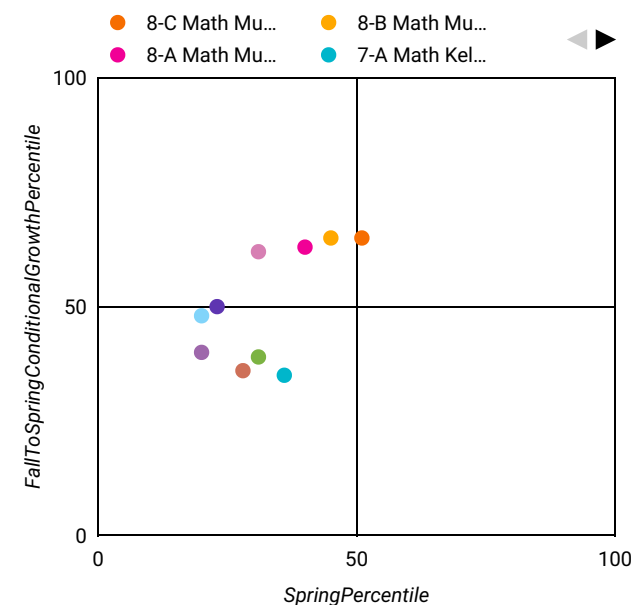
Table: Spring MAP Overview by Class

Class	Subject	Spring Completed	Spring Rit	SpringPercentile	FallToSpringObservedGrowth	FallToSpringConditionalGrowthPercentile
8-C Math Murray	Mathematics	29	228.2	51	6.1	65
8-B Math Murray	Mathematics	27	223.9	45	9.6	65
8-A Math Murray	Mathematics	25	225.8	40	9.9	63
7-A Math Keller	Mathematics	27	216.7	36	7.6	35
6-A Math Acorda	Mathematics	21	213.2	31	8.9	62
6-B Math Acorda	Mathematics	27	212.9	31	5.6	39
Math Wiley (Kaitlin)	Mathematics	29	206.9	28	8.8	36
6-C Math Acorda	Mathematics	25	211.3	23	6.9	50
Math Wiley (HR)	Mathematics	29	201.9	20	8.1	40
7-B Math Keller	Mathematics	26	214.7	20	7.9	48
6-A English Ransom	Language Arts	18	213.4	59	3.8	43
8-A English Robison	Language Arts	25	219.1	58	6.0	60
8-C English Robison	Language Arts	29	220.6	56	1.3	57
8-B English Robison	Language Arts	26	214.0	56	1.0	46
7-B English Bellamy	Language Arts	26	216.3	49	7.3	72
6-C English Ransom	Language Arts	25	209.3	44	1.2	24
6-B English Ransom	Language Arts	26	206.4	37	-1.7	32
5-B Reading Dinmore	Language Arts	29	204.4	33	10.1	67
5-A Reading Wiley	Language Arts	29	202.7	29	9.6	43
7-A English Bellamy	Language Arts	27	211.3	28	6.5	63

ELA: Growth vs Achievement by Class



Math: Growth vs Achievement by Class



Caliber 3-8 Spring MAP Overview

How did students perform on MAP math by school?

FILTERS

School: ChangeMa... (1) ▼

Grade Level: Exclu... (2) ▼

Subject ▼

Class: Exclude Res... (2) ▼

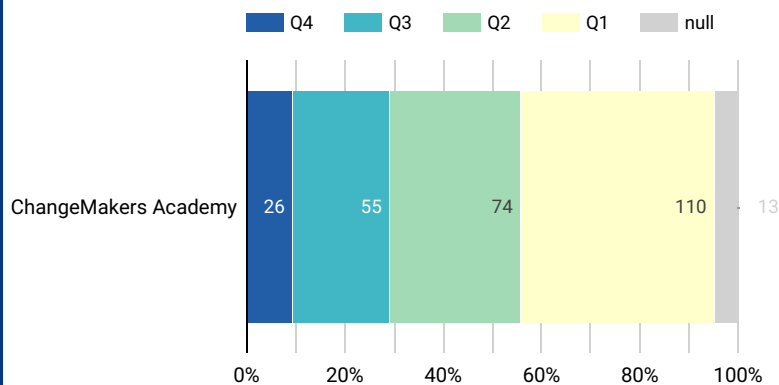
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EL Status ▼

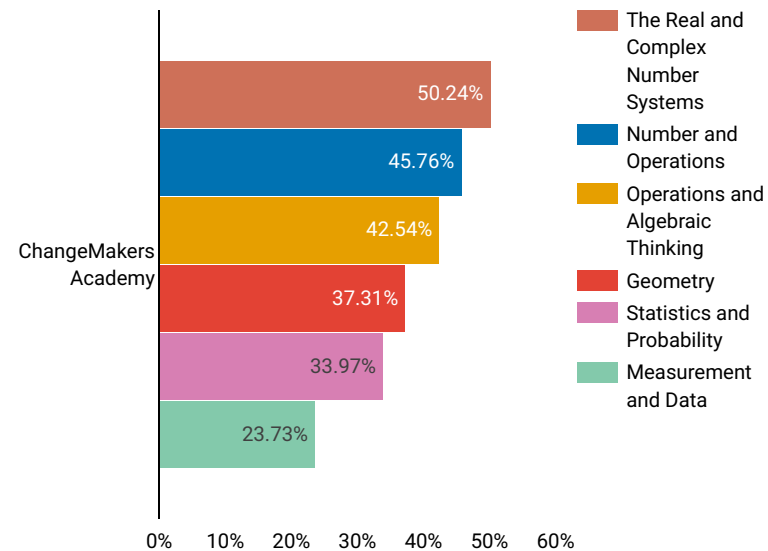
Special Ed Status ▼

StudentDisplayNa... ▼

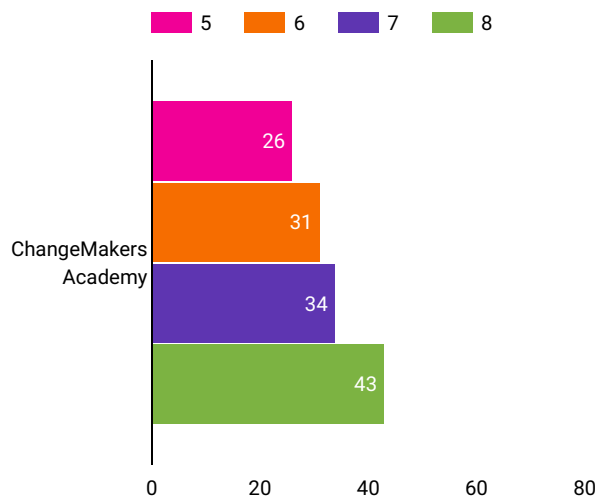
Math Spring Status Quartiles by School



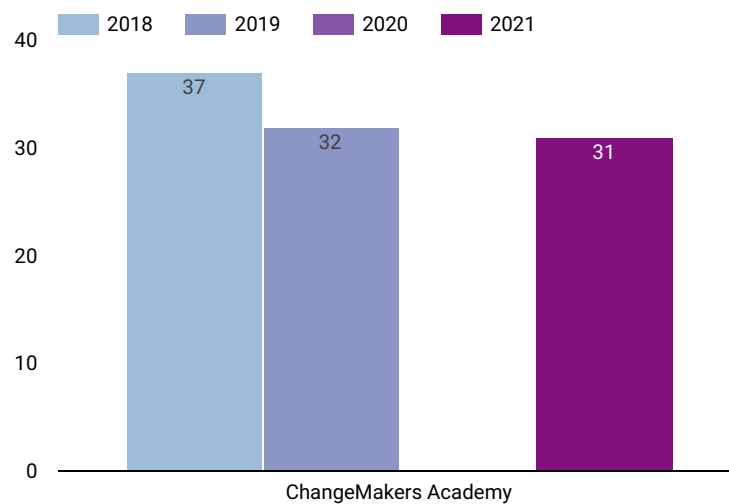
Math Spring Domains by School (% Avg/Above)



Math Median Percentile by School & Grade



Math Median Percentile by School Over Time



Caliber 3-8 Spring MAP Overview

How did students perform on MAP ELA by school?

FILTERS

School: ChangeMa... (1) ▾

Grade Level: Exclu... (2) ▾

Subject ▾

Class: Exclude Res... (2) ▾

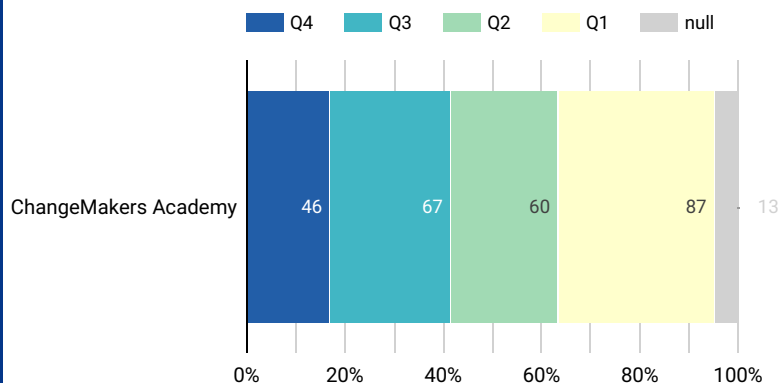
Race ▾

EL Status ▾

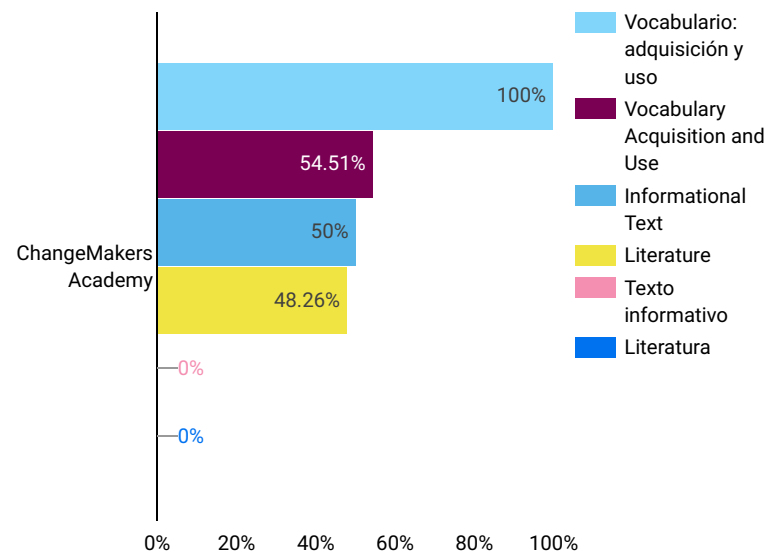
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StudentDisplayNa... ▾

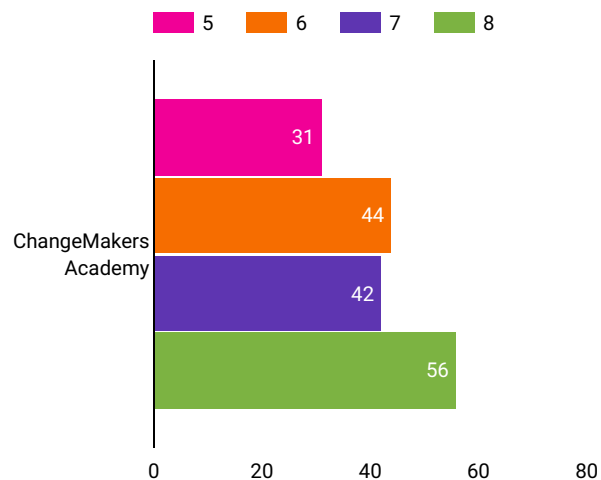
ELA Spring Status Quartiles by School



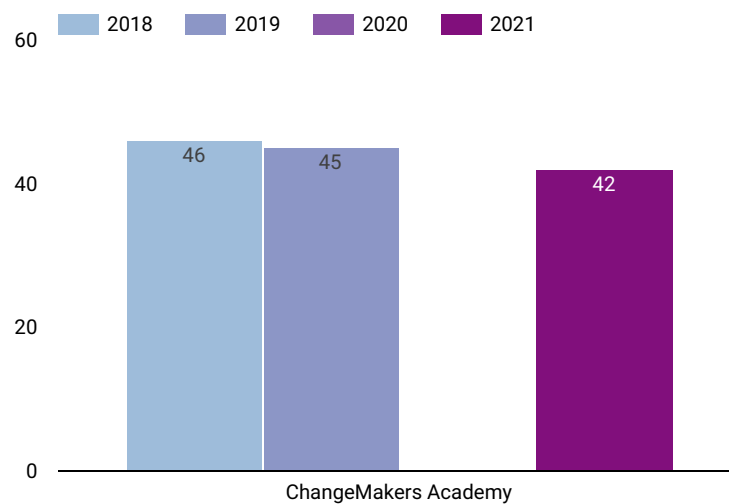
ELA Spring Domains by School (% Avg/Above)



ELA Median Percentile by School & Grade



ELA Median Percentile by School Over Time



Appendix A-9

Sample Circle Plan

Monday: Community Building	
SWBAT play a game with each other in order to grow community	
Greeting:	Moving in circles greeting Pg. 20 Morning meetings.
Temp check:	Coming in from the weekend on a scale of 1-100 how are you feeling and why?
Rights & Responsibilities:	What right have you upheld the most this year so far in class?
Question/Activity:	<ol style="list-style-type: none"> 1. One highlight from your weekend 2. Silly Sentences: Students will get notecards and they will write 5 words. Two nouns, Two verbs, one adjective (I will write some with transitions words on them) 3. I will split them into four groups and they have to come up with silly sentences from the words they created. 4. They will walk around and see the other groups sentences. 5. Play "Jack in the box"
Closing	The class will make a wave- switching the leaders

Greeting: Floppy Fish Greeting
Temp Check- What kind of Candy are you feeling today?
TUESDAY

Objectives:	SWBAT name Toolbox Tool, Tagline and Gesture. SWBAT name a school situation to use the Tool in.
Question:	Raise a quiet hand if you can tell me,What do you think it means when you hear the words using your words ? (3-5 Students answer)
Introduction of New Material/ Teach/I Do:	On my lanyard, I have the Using your words . It's symbol is a pencil . This tool can be used to use the right words, in the right way, at the right time for the right reasons . The tagline says' use the right words, in the right way, at the right time for the right reasons .
Guided Practice/ We Do:	Let's say it together: use the right words, in the right way, at the right time for the right reasons .
Independent Practice/ You Do:	Raise a quiet hand if you know the tag line. What is it? (Student answers)
Introduction of New Material/ Teach/I Do:	The gesture for using our words is a pencil .
Guided Practice/ We Do:	Everybody do it with me.
Independent Practice/ You Do:	[Choose 4 students] Come to the middle of the circle. Make a mini-circle. Now turn so you are facing outward. Please show us the Using your words gesture.
Review	Now, if you forget the tag line or the symbol, where in the room can you remind yourself? (Student answers) Yes, the Toolbox poster. Who can go up and read the tag line on the poster? What is the symbol? And, what is the gesture?

<p>Introduction of New Material/ Teach/I Do:</p> <p>Guided Practice/ We Do:</p>	<p>Now, we are going practice the tool. Raise a quiet hand if you'd like to help me. (Choose 3-4 students.)</p> <p>So, let's think of another situation...</p> <p>Yes, you use your tool! Good job using your tool. Also, what can you say to ask students to move out of your personal space?</p>
<p>Independent Practice/ You Do:</p>	<ul style="list-style-type: none"> ● Read why it is important to use your "true voice" ● Give examples of using your true voice ● T-chart what are examples of helpful words and hurtful words ● Examples of using your helpful words <ul style="list-style-type: none"> ○ When you want to tell someone they are bothering you. ○ When you want to ask for help with something that's frustrating you. ○ Telling your friend that they hurt your feelings. ○ Asking someone to pass you something at the dinner table. ● Non-examples of using your harmful words <ul style="list-style-type: none"> ○ When you want to tell someone they are bothering you. ○ When you want to ask for help with something that's frustrating you. ○ Telling your friend that they hurt your feelings. ○ Asking someone to pass you something at the dinner table. ● "With this tool it can also mean that you need to speak up for yourself and use your words. For example when you need help in class but you just choose to sit there and not ask for help. Also when you want someone to pass you something and you just gesture to it- Use you helpful words!
<p>Rights & Responsibilities:</p>	<ul style="list-style-type: none"> ● Now, let's look at our R&Rs. Which one of our R&Rs is most like our use your words Tool? ● Ok, we'll be practicing our use your words tool a lot

Wednesday- Mindfulness	
SWBAT mindfully listen and connect mindful listening to the empathy tool we learned last week.	
Greeting:	Chaos greeting.
Temp Check:	Red light, Green light, yellow light. Why?
Rights & Responsibilities:	Think of one right that you want to adhere to today. Say it to your partner sitting next to you.
Question/Activity:	<ol style="list-style-type: none"> 1. Does anybody remember what Empathy is? Give an example of empathy 2. Does anybody remember what mindful listening is? Give an example. 3. We are going to connect the two today! 4. We are going to listen to "Where is the Love" by Black Eyed peas and I want you to listen to every word carefully and write down the main words or phrases you hear. It's important to mindfully listen so you don't miss any words. 5. Question- What words did you hear? 6. Let's put ourselves in their shoes and think- Why did they sing that song? 7. Can anyone connect it to themselves (Ex- I ask myself where is the love when I see someone being unkind to a student)
Closing	One round of mindfulness with the chime.

Thursday- Identity	
SWBAT define what self esteem is and start to evaluate their self esteem. (This will be mostly silent reflection so that we can start to build up to higher risk conversations)	
Greeting:	1,2,3,4 come on _____ hit the floor.
Temp Check:	Show me on your finger your comfort level of sharing with the class today. 1= I feel very unsafe 3=I know I will want to eventually, I am just not ready yet. 5=I feel very comfortable. (This gauges how deep I can go into this lesson and to see how far we have come with openly sharing our feelings.
Rights & Responsibilities:	Review right to be respected Review the right to keep information personal Have the students share one responsibility that comes with that right
Question/Activity:	<ul style="list-style-type: none"> • Students will get in groups to define what self esteem is. Share out their definition (Can use dictionary if they want) • Come back to the circle and give examples of kids with low/high self esteem • http://kidshealth.org/en/kids/self-esteem.html • What are some things you are good at? • What are some things you need to get better about? • Give some examples of how you can boost your self esteem and ask what some ways they can boost their self esteem are HAVE THEM WRITE THEM DOWN ON CHART PAPER • Define the word humble and tell them there is a difference between having confidence and a good self esteem and bragging.
Closing	All try to clap at the same time.

Friday: School Pillars

SWBAT engage in the THINK pillar.

Observation Grows

Many of the students understand the 'Think' pillar as 'think before you act', which is an important sentiment. It can also include Growth Mindset, Problem-Solving, Curiosity, etc. Perhaps facilitate students expanding on the Think pillar in a future circle!

Based on this feedback I am going to implement a problem solving circle to add onto their knowledge of the "think" pillar.

Greeting:	The firebird will go in the center and greet the class and the class will respond back
Temp Check	What Emoji are you feeling today and Why?
Rights and responsibilities	Looking at our right to ask questions- What is one respectful question that we can ask someone that we disagree with?
Question/ Activity:	<ol style="list-style-type: none">1. Based on a circle we did a couple weeks ago a lot of you mentioned the think pillar was "think before you act." That is one of the ways you can incorporate the "think" pillar. What are some other things that can fall under the think pillar?2. Today we are going to incorporate problem solving into our think pillar3. Play the "pockets" game. Hand out white board so they can solve the problem on their boards. The person with the best solution (class vote) gets a point.4. https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/8247ch10.pdf<ol style="list-style-type: none">a. You lost your cell phoneb. You come to class without a pencilc. You think your friend is gossiping about you behind your backd. You hear your mom and dad fighting a lot and it is worrying you.e. You are on the BART or a bus and something drops and is caught under someone's bag. What do you do?
Closing:	Deep Breath

Appendix A-10

Student Survey Items

Caliber High School

Student Survey Items and Guiding Questions for Administration

Consider the following questions as you make decisions around student survey administration.

1. Do you have the staffing capacity and structures in place to effectively administer the surveys?
2. What information are you hoping to collect from each survey?
3. Are you confident in your ability to communicate to students, staff, and families that surveys are used as a way to inform action and support, and are in no way evaluative?
4. Are you confident that you can act on the data in a timely and effective manner?
5. Have you built in ways to identify students who may need additional screening or support?

Fairness (previously Cultural / Linguistic Competence)	This school provides instructional materials that reflect my cultural background, ethnicity, and identity.
	Adults working at this school treat all students respectfully.
	People of different cultural backgrounds, races or ethnicities get along well at this school.
	All students are treated the same, regardless of whether their parents are rich or poor.
	Boys and girls are treated equally well.
Engagement	How excited are you about going to your classes?
	How often do you get so focused on activities in your classes that you lose track of time?
	In your classes, how eager are you to participate?
	When you are not in school, how often do you talk about ideas from your classes?
	Overall, how interested are you in your classes?
Learning Strategies	When you get stuck while learning something new, how likely are you to try a different strategy?
	How confident are you that you can choose an effective strategy to get your schoolwork done well?
	Before you start on a challenging project, how often do you think about the best way to approach the project?
	Overall, how well do your learning strategies help you learn more effectively?
	How often do you use strategies to learn more effectively?
Rigorous Expectations	How often do your teachers make you explain your answers?
	When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?
	How much do you teachers encourage you to do your best?
	How often do your teachers take time to make sure you understand the material?
	Overall, how high are your teachers' expectations of you?
School Safety	How often are people disrespectful to others at your school?
	How often do students get into physical fights at your school?
	How likely is it that someone from your school will bully you online?
	How often do you worry about violence at your school?
	If a student is bullied in school, how difficult is it for him/her to get help from an adult?

	At your school, how unfairly do the adults treat the students?
Sense of Belonging	How well do people at your school understand you as a person?
	How connected do you feel to the adults at your school?
	How much respect do students in your school show you?
	How much do you matter to others at this school?
	Overall, how much do you feel like you belong at your school?
Teacher/Student Relationships	How many of your teachers are respectful towards you?
	If you walked into class upset, how many of your teachers would be concerned?
	If you came back to visit class three years from now, how many of your teachers would be excited to see you?
	When your teachers ask how you are doing, how many of them are really interested in your answer?
	How many of your teachers would you be excited to have again in the future?
Diversity & Inclusion	How often do you spend time at school with students from different races, ethnicities, or cultures?
	How often do you have classes with students from different racial, ethnic, or cultural backgrounds?
	At your school, how often do students from different races, ethnicities, or cultures hang out with each other?
	At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?
	How fairly do students at your school treat people from different races, ethnicities, or cultures?
	How fairly do adults at your school treat people from different races, ethnicities, or cultures?
Cultural Awareness and Action	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?
	How often do you think about what someone of a different race, ethnicity, or culture experiences?
	How confident are you that students at your school can have honest conversations with each other about race?
	At your school, how often are you encouraged to think more deeply about race-related topics with other students at your school?
	How comfortable are you sharing your thoughts about race-related topics with other students at your school?
	How often do students at your school have important conversations about race, even when they might be uncomfortable?
	When there are major events related to race, how often do adults at your school talk about them with students?
	How well does your school help students speak out against racism?

Appendix A-11

Community Engagement Requirement



High School Community Engagement

Purpose: Learning and leading outside of school hours supports us to develop our passions and interests, as well as gives us an opportunity to learn about different career opportunities. The Community Engagement Graduation Requirement can be met by participating in a significant outside-of-school learning experience. While students are only required to meet this requirement once, you will be encouraged and supported to participate in community engagement activities every year.

The following activities are examples of activities that can count towards a Community Engagement Requirement:

- A Summer Program (pre-collegiate, Outward Bound, NOLS, Hamilton Scholars)
- A job shadow or internship arranged through the College and Career Readiness office (College & Career Counselors)
- Service Learning trips
- Volunteering for a local 501(c)(3) organization
- Writing a feature for a newspaper about an important issue in Vallejo and submitting it to a newspaper
- Any other outside-of-school activity tied to the ACT pillar that is approved by the College and Career counseling team.

The following activities will not count towards a Community Engagement Requirement:

- Tasks that assume the responsibilities of a teaching assistant or support on campus
- Court-mandated service hours
- Fundraising for an event where the money goes back to a club, organization, or team the student is a part of
- A job

Support: You will plan for your community engagement in Advisory. Submit a proposal for community engagement graduation requirements to your advisor. If you need help identifying whether your planned activity meets the graduation requirement, please check in with your advisor or a College and Career Counselor.

Tracking and Reflection: Please document your community engagement experience as it happens. You can choose to:

- Complete a daily journal
- Compile a photo essay
- Make a short video
- Obtain a letter of verification from your mentor or leader of your activity (if applicable)

You will present your community engagement activities to your Advisory. Your presentation should include

- Why you chose the activity you did: What did you hope to learn or accomplish?
- A description of what you did
- What you learned about your talents, interests, and/or future career or college plans
- Your reflection on the following prompts:
 - What was something you thought before this experience that changed?
 - What are some lingering questions you still have about something you learned or experienced? How will you address these questions moving forward?
 - The ACT Pillar is all about understanding more about issues you care about and investigating ways to have a positive impact. How did this experience bring the ACT pillar to life for you?

Appendix A-12

Professional Development Plan



Professional Development Plan

At Caliber High School we believe that excellent teaching is a craft that must be developed and nurtured. Professional Development is always geared toward improving academic achievement and social-emotional development, and is responsive to the needs of staff throughout the school year.

Onboarding

In the time between when a new staff member is hired until Summer Professional Development begins, Caliber: High School uses the opportunity to orient them to how we think about instruction, school community, and family relationships. This onboarding period also allows us to tend to logistical items in advance of Summer Professional Development, which will include all staff. This onboarding process will take place for all staff in Year 1 and new staff in subsequent years.

Item	Who participates	Activity	Purpose
Book Study	New Staff	Staff provided with a focus book and hold a discussion together around guiding questions	To highlight continuous learning, provide common mindset/ language across all staff
Parent Orientation	New Staff	New staff attend a parent orientation to observe	To emphasize importance of family-teacher partnerships
HR Paperwork	New Staff	Complete new hire forms	Ensure HR items are taken care of quickly so that new staff can focus on their role
Systems, Structures, and History	New Staff	Learn about the history of Caliber: High School and the history of Vallejo. Learn about standard school day practices and structures	Orient staff new to teaching in Vallejo to the city and history Orient staff to daily school structures and systems
Classroom Culture Visioning	New Staff	Connect the Caliber: High School mission and vision to your own classroom	Provide new staff with a foundation for thinking through instructional culture.

Summer Professional Development

Summer Professional Development sets a tone for the school year and clearly outlines to all staff Members what is expected of them throughout the year. Summer PD begins with building a strong adult culture and developing a sense of team.

Item	Who participates	Activity	Purpose
Team Building	All	First 30 minutes each day	Establish strong adult culture
Mission, Vision, Philosophy, Core Values	All	Whole group introductions, overview of Caliber History, Student and parent panels	Ground team in the mission of the school
Identity and Personal Mission	All	Mixture of whole-group and small-group activities centering on identity, personal missions, and why we work in education	Build trust in team and share individual “why”
Family Engagement	All	Socratic Seminar on family engagement	Ensure all staff understand family involvement as a priority
Routines & Procedures: Whole School	All	Review expectations and practice arrival/ dismissal/ transitions/lunch	Ensure all staff understand purpose and importance of each routine
Assessment	Instructional Staff	Review purpose of assessment, review assessment schedules, introduce data analysis protocols and practice analyzing data to plan instructional next steps	Ensure that staff have the skill sets to analyze assessment data and understand expectations about regular data analysis.
Curriculum Internalization, Unit & Lesson Planning	Instructional Staff	Role play strong lesson prep / internalization and weak lesson prep/ internalization; discuss components of strong lesson prep	Ensure teachers understand the bar for strong unit and lesson preparation
Classroom Culture Planning	All	All staff prepare a classroom (or office) culture plan	Ensure all staff members “own” their space in the building

			and have prepared procedures to establish an environment aligned to school culture
Supporting Special Populations	Instructional Staff	Sample lesson differentiated for EL/ Special Education students; have teachers practice re-differentiating a lesson and deliver the lesson to a group for feedback.	Support teachers to differentiate appropriately for Special Education and English Learner students
Strong Start Practice	All	Dry run through the first day of school	Tighten up procedures & Day-1 lesson plans.

Weekly Professional Development

Every Wednesday, Caliber: High School will hold professional development for two hours after school. The goal of these sessions will be in line with one of school priorities: Student Leadership, SEL, or Academic readiness. Staff will provide feedback on professional development weekly. Depending on the topic, teachers may also meet in Department or Grade-Level Teams (after Year 1)

- Grade-Level Teams will be composed of all subject teachers assigned to a particular grade. These teachers will collaborate on classroom culture, student support, non-cognitive skills, and SEL integration.
- Department Teams will be composed of all teachers teaching within a specific discipline (English, Math, Science, Arts, Languages, etc). These teachers will collaborate on vertical alignment, curriculum internalization, and instructional practice.

Appendix A-13

2022-23 Draft Calendar

2022-2023 Draft Calendar

July '22

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
			onboarding			
31						

Instructional Days: 0

August '22

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	Summer PD					
7	8	9	10	11	12	13
	Summer PD					
14	15	16	17	18	19	20
	400	385	385	385	385	
21	22	23	24	25	26	27
	400	385	385	385	385	
28	29	30	31			
	400	385	385			

Instructional Days: 13
Minutes: 5050

September '22

Su	M	Tu	W	Th	F	Sa
				1	2	3
				385	385	
4	5	6	7	8	9	10
		385	385	385	385	
11	12	13	14	15	16	17
	400	385	385	385	385	
18	19	20	21	22	23	24
	400	385	385	385	385	
25	26	27	28	29	30	
	400	385	385	385	385	

Instructional Days: 21
Minutes: 8130

School Closed - Holiday

Professional Development Day - No School

Student-Led Conferences - Minimum Day

Total Instructional Days: 184
Total Instructional Minutes: 70,710
Total PD Days (new staff): 18

This calendar is intended to show instructional days and minutes. Exact placement of PD and Minimum Days is subject to change, but the Charter School will adhere to legal minimums for instructional days and instructional minutes.

October '22

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	385	385	385	385	PD	
9	10	11	12	13	14	15
		385	385	240	240	
16	17	18	19	20	21	22
	400	385	385	385	385	
23	24	25	26	27	28	29
	400	385	385	385	385	
30	31					
	400					

November '22

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
		385	385	385	385	
6	7	8	9	10	11	12
	400	385	385	385	385	
13	14	15	16	17	18	19
	400	385	385	385	385	
20	21	22	23	24	25	26
27	28	29	30			
	400	385	385			

December '22

Su	M	Tu	W	Th	F	Sa
				1	2	3
				385	385	
4	5	6	7	8	9	10
	400	385	385	385	385	
11	12	13	14	15	16	17
	400	385	385	385	385	
18	19	20	21	22	23	24
	400	385	385	385	385	
25	26	27	28	29	30	31

Instructional Days: 19 7070							Instructional Days: 17 Minutes: 6590							Instructional Days: 17 Minutes: 6590																
January '23							February '23							March '23																
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa										
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4										
										385	385	385					385	385	385											
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11										
	PD	385	385	385	385			400	385	385	385	385			385	385	385	385	PD											
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18										
		385	385	385	385			385	385	385	385	PD			400	385	385	240	240											
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25										
	400	385	385	385	385					400	385	385			400	385	385	385	385											
29	30	31					26	27	28					26	27	28	29	30	31											
	400	385						400	385																					
Instructional Days: 15 Minutes: 5805							Instructional Days: 17 Minutes: 6590							Instructional Days: 17 Minutes: 6285																
April '23							May '23							June '23																
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa										
						1		1	2	3	4	5	6					1	2	3										
								400	385	385	385	385						385	385											
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10										
	400	385	385	385	385			400	385	385	385	385			400	385	385	385	385											
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17										
	400	385	385	385	385			400	385	385	385	385																		
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24										
	400	385	385	385	385			400	385	385	385	385																		
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30											
	385	385	385	385	PD				385	385																				
30																														
Instructional Days: 19 Minutes: 7360							Instructional Days: 22 Minutes: 8530							Instructional Days: 7 Minutes: 2710																

Appendix A-14

MTSS Playbook



Caliber High School Multi-Tiered System of Supports (MTSS) Playbook

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MTSS Overview

A. Definition of MTSS

The California Department of Education's (CDE) definition of Multi-Tiered System of Support (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI2) as well as additional, distinct philosophies and concepts.

In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

At Caliber High School the MTSS process is utilized for academic and SEL schoolwide practices and interventions.

B. Comparing MTSS to RtI2

CDE's RtI2 processes focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances before and after educational and behavioral problems increase in intensity. Please visit the CDE Web site on RtI2 for further information.

MTSS Differences with RtI2. MTSS has a broader scope than does RtI2. MTSS also includes:

- Focusing on aligning the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive interventions.
- Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction.



- Challenging all school staff to change the way in which they have traditionally worked across all school settings.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

MTSS Similarities to RtI2. MTSS incorporates many of the same components of RtI2, such as

- Supporting high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn including students of poverty, students with disabilities, English learners, and students from all ethnicities evident in the school and district cultures.
- Integrating a data collection and assessment system, including universal screening, diagnostics and progress monitoring, to inform decisions appropriate for each tier of service delivery.
- Relying on a problem-solving systems process and method to identify problems, develop interventions and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
- Seeking and implementing appropriate research-based interventions for improving student learning.
- Using school-wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.
- Implementing a collaborative approach to analyze student data and working together in the intervention process.

Venn Diagram of MTSS and RtI2. The following figure displays similarities and differences between California's MTSS and RtI2 processes. Both rely on RtI2's data gathering through universal screening, data-driven decision making, problem-solving teams, and are focused on the CCSS. However, the MTSS process has a broader approach, addressing the needs of all students by aligning the entire system of initiatives, supports, and resources, and by implementing continuous improvement processes at all levels of the system.

CA MTSS

RtI²

- Universal screening
- Multiple tiers of intervention
- Data-driven decision making
- Problem solving teams
- Focus on CCSS

- Addresses the needs of **ALL Students**
- Aligns the **entire** system of initiatives, supports, and resources
- Implements continuous improvement processes at **all levels** of the system



Caliber Schools Overview

A. Caliber Public Schools Mission

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.

B. Caliber Public Schools Values

Feedback. Everyone is committed to a culture of feedback, development and continuous improvement. Committed means we are both proactive (actively seeking out feedback) and reactive (responsive when feedback is given). Feedback comes from anyone -- coaches, peers, direct reports, and stakeholders. Development means we are authentic and vulnerable with ourselves and with each other in creating a culture of psychological safety -- because we believe that we grow and learn based on that feedback. Continuous improvement means we are always in a learning stance; recognizing our own gaps in knowledge and seeking experts to support our growth.

Affirmation + Validation. We validate and affirm the identities, strengths and passions of each person. Validate means we seek to understand and honor. Affirm means that we take a stand and are actively non-oppressive. Identities includes awareness of the various identities community members hold and self-awareness of our own identities and potential biases. Strengths: we focus on the strengths each member of our communities bring each day. Passions: we understand that people are most driven by their passions and we celebrate the way their passion manifests in our work.

Collective Responsibility. It is everyone's collective responsibility to work in service of and alongside our school communities. Collective responsibility means that we do our best each day, as individuals and as a team. In service of means we ask for what our students and parents want to achieve and support that, rather than imposing our own desires and agendas. Alongside means we believe our students and families bring important skills to the table that are no less important than ours, and that we partner and collaborate with them. School communities are our Caliber students, families, staff, and other connected community members.

Empathy + Kindness. Situations and people are approached with empathy and kindness. Empathy means genuine listening, inquiry, and seeking the "why". Kindness means humility and openness, especially in difficult or uncomfortable situations and without lowering expectations.



Caliber High School MTSS Overview

A. MTSS Mission

Caliber's Multi-Tiered Systems of Support (MTSS) accelerates our work toward to Caliber Public Schools Vision to provide a high-quality and equitable education for all by quickly identifying and responding to individual student growth targets through continuous and intentional iteration of services and supports.

B. MTSS Goals + Metrics

The following represent the overarching goals and metrics for MTSS during the 21-22 academic year.

Goal #1: By the end of the 22-23 academic year, students with Fall MAP Percentile rank below the 15th percentile will be in the 50th or higher Conditional Growth Percentile (CGP) for Spring MAP.

Metric #1: NWEA MAP

Goal #2: By the end of the 22-23 academic year, 40% of students with MTSS plans will have plan resolutions.

Metric #2: DeansList MTSS Plan Resolutions

Goal #3: By the end of the 22-23 academic year, student scores on the DESSA from Fall to Spring will grow by an average of 15%.

Goal #4: By the end of the 22-23 academic year, school-wide performance on the SEL indicators will have improved [baseline in Fall to growth in Spring] - goal to be set after baseline.

B. MTSS Core Components

1. Universal Screening
2. Primary instruction & core curriculum
3. Intervention planning
4. Intervention implementation
5. Intervention progress monitoring
6. Systems & infrastructure
7. Meeting quality



C. Quality Intervention Services

Urgent. Students receive support when needed

Directive. Intervention sessions are mandatory (e.g., intervention/acceleration period assignments for Tier II)

Timely. Students receive services that are immediate and in addition to Tier 1 instruction

Targeted. Intervention sessions provided are matched with student need.

Curriculum/ SEL Indicator-Aligned. Interventions are aligned with grade level, common core curriculum such that they give students access to the grade level standards. Interventions are aligned with SEL Indicators such that students make improvements in subskills of the five main SEL competencies.

Systematic. Services are structured such that every intervention and/or remediation session happens on purpose

D. Elements of Caliber Intervention Services

Qualification Criteria. Criteria for qualification for services including performance level achievement on assessments

Tier Designation. Procedure to determine qualification for intervention services and intensity level of services.

Notification. Written notification of qualification for and exit from intervention services

Services Offered. Detailed account of academic support services provided and frequency of services

Exit Criteria. Criteria for ending services including required performance level achievement on assessments



E. Qualification Criteria

Norm-referenced assessment. Examples may include MAP percentile, ICA levels, SBAC levels, STEP levels, DESSA (for SEL).

Criterion-referenced local assessment. Examples may include quarter/semester grades, curriculum screeners, unit assessment, mid-module assessments.

Qualitative assessment. Examples may include recommendations from teachers, administrators, counselors, and families.

F. Definition of Tiers

Tier 1: Core Instruction

Tier 1 is defined as core grade-level instruction that every student receives. Examples include core academic programming in Mathematics, English Language Arts, Science, Social Studies/History, Computer Science, as well as curriculum-embedded social emotional learning.

Tier 2: Intervention

Tier 2 is defined as additional support for students who are struggling with grade-level content. An example is a 10th grade student who is struggling with 10th grade content (not as a result of a lack of foundational skills). Tier 2 in the SEL domain could look like a restorative circle after a community norm has been broken.

Tier 3: Remediation

Tier 3 is defined as additional support for students who are struggling with foundational skills or prior grade-level content. Tier 3 remediation is designed for students who cannot access grade-level content with Tier 2 support. Examples include on-campus mental health services or an individual success plan.

G. Qualification Criteria

First level of screening. The student must meet the qualification criteria for norm-referenced assessment.

Second level of screening. The student must also meet the qualification criteria for criterion-referenced local assessment. This confirms the first level of screening results to qualify for services.



H. Exit Criteria

First level of screening. The student must meet the exit criteria for norm-referenced assessment.

Second level of screening. The student must also meet the exit criteria for criterion-referenced local assessment. This confirms the first level of screening results to exit services.

I. MTSS Team and Roles (general - subject to change over Years 1-4)

Leadership Team Member	Lead Interventionist	Paraprofessionals	Teachers	Program Specialist	ELD Coordinator
<ul style="list-style-type: none"> - Coach Interventionists - Update Playbook - Co-Lead PD -Create Intervention Policies and Procedures 	<ul style="list-style-type: none"> - Plan, Coordinate Tier II interventions - Analyze intervention data -Edit/Adjust MTSS Playbook as needed -Co-Lead PD on intervention + MTSS 	<ul style="list-style-type: none"> - Provide Tier II and Tier III interventions - Analyze student data with coach 	<ul style="list-style-type: none"> -Provide Tier 1 Instruction - Gather local data, provide teacher feedback for qualification -Attend SST meetings Work with interventionists + IAs to adjust interventions as needed. 	<ul style="list-style-type: none"> - Own "referral to SpEd" + attend SST meetings for students who have not made growth - communicate students with IEPs to teachers + MTSS team 	<ul style="list-style-type: none"> -Own referral to ELD diagnostic testing -communicate with students, families of ELs



J. Stakeholder Communication

At the onset of each intervention cycle, the interventionists will communicate new groups to students, families, and staff members

Students

The academic team will facilitate communication with students that is fun, supportive, and firm. Student communication will consist of, but is not limited to:

- Intervention services qualification letters
- Academic Improvement Plans
- Quarter Reports
- Intervention support
- Formal academic conversations
- Informal academic conversations

Families

- The academic team will facilitate communication with families that is structured, supportive, and informative. Family communication will consist of, but is not limited to:
- Qualification letters
- Exit Letters
- Exit Celebrations
- Phone calls
- In-person conversations
- Emails

Faculty & Staff

- The Leadership team will facilitate communication with faculty and staff regarding intervention that is fun, supportive, and informative. Faculty communication will consist of, but is not limited to:
- MTSS Program Policies & Procedures
- Weekly Interventionist collaboration
- In-person conversations
- Data discussions
- Newsletters Distributed quarterly

Qualification notification to include:

- Summary of services provided, including who will be providing, frequency, time, and content.
- Criteria and qualification for enrollment, including assessments used, and student performance on those assessments.
- Timeline for progress monitoring cycles, and notification of next steps if a student does not make expected progress within the intervention.



Exit notification to include:

- Criteria for ending services
- Performance levels attained on assessments
- Celebration!

K. Intervention Cycles

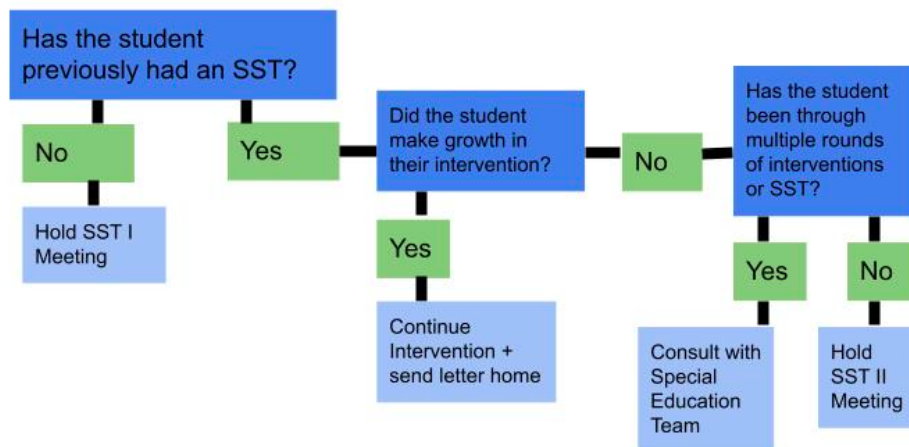
There are intervention cycles throughout the year, ranging from 6 weeks to 8 weeks. The MTSS team + teachers will use 3 types of data (Standardized, Local, and Teacher Feedback) to determine which students will enter and exit interventions.

Beginning of the year

The first cycle of interventions will be informed by previous years data, along with data collected the first few weeks of school (for new students).

How/when do we move from intervention to SSTs for students?

- When students do not meet expected growth targets in a cycle (or in some cases, over 2 cycles), we will hold an SST for that student (see chart below for more information)



Appendix A-15

Staff Survey Overview



TNTP's Instructional Culture Insight Survey provides actionable feedback on the aspects of school culture that matter most for teacher and student success.

THE CHALLENGE. Research tells us that a strong school culture is key to retaining teachers who lead students to success. Great teachers want to work in schools with a shared vision of effective teaching, clear expectations, and support to improve. But creating that kind of culture is complex work, and it can be hard to know where to focus first. To be effective, school leaders need specific, concrete feedback on the aspects of school culture that will make the biggest difference for teachers and students.

OUR APPROACH. Insight uses teacher feedback to pinpoint specific opportunities to improve the elements of school culture that predict student outcomes. Grounded in TNTP's two decades of research and work with schools nationwide, Insight collects feedback on the leadership practices linked to increased teacher retention and student learning. It also identifies what national and local exemplar schools do differently, so other schools can learn from them. Independently validated by leading research organizations, Insight has collected over 375,000 teacher responses from 2,350 schools since 2010.

OUR SUPPORT. We help schools, districts, charter networks, and states assess their schools' instructional culture and understand how to improve it. We run the survey administration, deliver results on an interactive dashboard that leaders can use to pinpoint specific improvement areas and monitor progress, and offer resources and expert support for interpreting and acting on survey results. All participants answer questions about key aspects of school culture:

- Academic Expectations
- Evaluation
- Instructional Planning for Student Growth
- Leadership
- Learning Environment
- Observation & Feedback
- Peer Culture
- Professional Development
- Retention

Depending on our partners' needs, we can also add questions about other important topics, such as:

- Career Progression
- Diversity, Equity, & Inclusion
- Family & Community Engagement
- Hiring Process
- School Operations
- Teacher Compensation
- Workload

"Insight opens the lines of communication between my administration and faculty around what types of professional development will be most beneficial for my teachers, and ultimately, for the students we serve."

– Former Principal, Florida-Kansas Elementary

HOW IT WORKS. Most surveys just provide results; Insight maps a clear path to improvement in three key steps:



1. Collect teacher feedback.

Survey distribution. We invite teachers to participate via email and then administer the survey, which takes about 15 minutes to complete.

Response rate monitoring. Throughout the survey administration, our partners can monitor response rates through an online dashboard, so they can ensure strong participation and reliable results.



2. Share and compare the results.

Reports. Within weeks, partners receive access to an interactive, online dashboard, where they can see summative scores, detailed survey responses for each question, and if available, trends over time.

Comparison data. School reports include the results of schools with strong practices to allow schools to see what they do differently.



3. Action plan and monitor progress.

Goal-setting to improve. By prioritizing specific areas for growth and providing step-by-step protocols for goal setting and progress monitoring, Insight makes survey feedback actionable.

Clear guidance. In addition to clear protocols, training webinars, and other resources, our Insight experts can help partners interpret and act on results.

OUR RESULTS. Insight has been independently validated by the American Institutes for Research as a reliable measurement of school instructional culture, and instructional culture as measured by Insight is consistently aligned with higher teacher retention and improved student outcomes:

Bottom-Quartile Schools (Weak Instructional Culture)



Bottom-quartile schools can expect to **lose effective teachers at more than twice the rate** of top-quartile schools.

Top-Quartile Schools (Strong Instructional Culture)



Top-quartile schools have shown **stronger student growth** than bottom-quartile schools on multiple state assessments.

Effective teachers planning to leave this year or next year, EOY16 national dataset: bottom-quartile average = 41%, top-quartile average = 16%. Assessments include TCAP (Tennessee), DC CAS, North Carolina EOG Assessments, Florida Standards Assessments, and MCAS (Massachusetts).

GET IN TOUCH. To discuss how TNTP can help you improve and measure your school culture, email insight@tntp.org.

TNTP believes our nation's public schools can offer all children an excellent education. A national nonprofit founded by teachers, we help school systems end educational inequality and achieve their goals for students. Today, TNTP is active in more than 50 cities. tntp.org

Appendix A-16

Confirmation of SELPA Application and Good Standing



August 31, 2021

Terrance Johnson
CEO
Caliber Public Schools
PO Box 5282
Richmond, CA 94805
terrance@caliberschools.org

Re: Caliber Public Schools

Dear Mr. Johnson,

Caliber Public Schools, which includes Caliber: Beta Academy and Caliber: ChangeMakers Academy, has been a member of the El Dorado Charter SELPA since July 2014. Caliber Public Schools are members in good standing and have demonstrated the commitment and capacity to function as LEAs for special education services.

Accordingly, based on the organization's status, Caliber: High School will be approved for membership within the El Dorado Charter SELPA, as of the 2022-23 school year, pending approval of their charter petition.

Please contact me if you have any questions.

Sincerely,

Ginese Quann
Executive Director

GQ:sl

cc: Gwen Agustin, Director of Special Education and Student Services, Caliber Public Schools

Appendix A-17

504 Policies and Procedures

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

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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,

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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.

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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

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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

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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.

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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

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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

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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.

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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.

Appendix A-18

Equity Rubric

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Purpose

The Caliber Schools Network designed this Equity Rubric based on the work by Elena Aguilar in her book *Coaching for Equity* (Jossey-Bass, 2020) to enable teachers, coaches, and community members to determine the extent to which our teaching is (or is not) equitable. This tool names indicators of equitable *inputs*, and many of these indicators address teacher behavior directly. Still, the true indicator of equity is revealed in the impact that a teacher has on students, and what students gain from being in that classroom, which includes skills, abilities, knowledge, thoughts, feelings, a sense of belonging, and a sense of potential.

Use

This rubric is a tool for reflection and ongoing development—and is intended to push the conversation about equity. Coaches are encouraged to score only what is observed in a lesson. If something is not observable (or not the focus of the observation), then that indicator will not be scored.

- Engage with this tool in bite-sized chunks, reflecting on one domain at a time.
- Engage the questions below as resources for self-reflection.
 - Which domains and indicators on this rubric are my strengths?
 - How did I develop those skills and dispositions?
 - Which domains and indicators do I want to prioritize developing?
 - Which observable student behaviors would be evidence of my growth in those domains and indicators?
 - What's the first step I could take to make growth in my prioritized areas for development?
- Engage with this tool as a community in a Professional Learning Community (PLC), or with a coach, mentor, or trusted administrator.
- Pay attention to the emotions that surface when using this tool, and explore what you can learn from them.

Key Definitions

- **Equity:** Educational equity means that (a) each child receives whatever they need to develop to their full academic and social potential, and (b) each child is successful in school.
- **Success:** Success must be defined by the local school community so that a definition of success is inclusive of student, family, teacher, and larger community voices. This will allow the definition of success to take into account the local context and values, and will situate success in a larger system of access and opportunity.

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Structure

The Equity Rubric measures four critical domains in pedagogy:

Rubric Domain	Content
Building a Collaborative Learning Community	
Relationships + Cultural Responsiveness	The teacher's ability to form positive relationships with students and to create a classroom that is safe, affirmative, and student-centered.
Environment + Engagement	The teacher utilizes identity-affirming strategies to create a healthy community of learners and uses a wide range of strategies to ensure that every child has access to the content.
Teaching for Learning, Teaching for Results	
Rigor + Expectations	The teacher creates intellectually challenging work for students, holds them to high expectations, and communicates confidence in their ability to be successful.
Instruction + Performance	Instructional practices are relevant, diverse, inclusive, affirming of many identities, and student-centered such that every student is successful.

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Scale

Below is an explanation of the scale used to rate each item and measure the extent to which teaching is (or is not) equitable.

- **Evidence of Inequity (0 points)** - This rating corresponds to practices/activities that a teacher never uses or does.
- **No Evidence of Equity (1 point)** - These practices are not the usual way the learning is structured. Indicates that there is not yet evidence that classroom practices are attempting to promote equity through this item. There was an opportunity to see this item and it was not done.
- **Little Evidence of Equity (2 points)** - This rating corresponds to practices that the teacher seldom uses or does. Indicates that classroom practices attempt to promote equity but are inconsistent.
- **Some Evidence of Equity (3 points)** - This rating corresponds to practices that the teacher does more often than not. Indicates that the classroom is effectively promoting equity but efforts are mostly teacher-led.
- **Strong Evidence of Equity (4 points)** - This rating corresponds to practices that the teacher does on a regular basis. A teacher scoring “Strong Evidence of Equity” is focused on creating an equitable learning experience for students that acknowledges and addresses equity complexities. Indicates strong evidence that equity is internalized and owned by teachers and students.

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Building a Collaborative Learning Community: Relationships + Cultural Responsiveness						
Indicator of Equity	Evidence of Inequity (0 points)	No Evidence of Equity (1 point)	Little Evidence of Equity (2 points)	Some Evidence of Equity (3 points)	Strong Evidence of Equity (4 points)	Evidence: Observed Examples
1A. Joy : Fosters a motivational and joyful classroom environment, recognizing that students bring different perspectives on what it means to be joyous.						
1B. Knowledge of Students : The teacher knows each child on a personal level; the teacher knows and ensures that students know each other's names and pronouns and that they correctly pronounce names.						
1C. Affirmation and Validation : Praise and words of affirmation are extended to all students for their contributions, ideas, effort, kindness, perseverance, and so on. A ratio of five positive interactions for every one negative interaction is evident.						
1D. Warmth : The teacher communicates warmth and care, and holds children to high expectations. <i>(e.g. Warm-Demander)</i>						Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom, Teacher demonstrates awareness to and responds to students' needs and demonstrates that they

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

						appreciate each student as an individual.
1E. Growth Mindset: The teacher normalizes and encourages mistakes, such that students support mistakes and value a growth mindset when taking on new academic challenges. <i>(e.g. A Culture of Error)</i>						
1F. Inclusive Physical Arrangements: The teacher creates space for student agency, autonomy, and voice, such that classroom arrangements ensure all students are part of the community. <i>(e.g. students aren't forced to sit in isolation, separated from peers, or facing away from others)</i>						Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration. Teacher creates predictability in daily classroom routines, cues students for upcoming activities, and provides reminders when needed of classroom procedures. Classroom routines and procedures are not overly restrictive and promote autonomy.
1G. Collaboration: Students are oriented toward themselves and each other, not just to the teacher. <i>(e.g. interactions are student to student as well as teacher to student and student talk outweighs teacher talk)</i>						

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

1H. Student Leadership: Every student is encouraged to take leadership and helper roles in the classroom. These roles are distributed based on a student's skills, ability, and interest, and there is room for them to explore new roles to uncover new interests.						
Barriers to Equity						
Some groups of students grouped along gender, race, and linguistic ability clearly have more or less status in the class. <i>(e.g., boys are praised for being smart, girls are praised for being helpful, black boys are always in trouble, certain students participate or are asked to participate more than others, students with IEPs and/or ELLs are frequently grouped homogeneously)</i>						
The teacher's interactions with students, when examined along lines of gender and race/ethnicity and ability, are disproportionate when categorized as positive or negative.						
Students are isolated, either temporarily or on a long-term basis, and often those students fall along lines of marginalized groups (time outside of the classroom or in a separated classroom space).						

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Building a Collaborative Learning Community: Environment + Engagement						
Indicator of Equity	Evidence of Inequity (0 points)	No Evidence of Equity (1 point)	Little Evidence of Equity (2 points)	Some Evidence of Equity (3 points)	Strong Evidence of Equity (4 points)	Evidence: Observed Examples
2A. Classroom Management: Clear Expectations. The teacher uses multiple strategies to gain every student's attention and to ensure that every student understands directions. The teacher makes expectations clear, uses physical proximity with students, and uses a warm and direct tone of voice.						Call/response, clap, hand signal, WTD, visual, verbal, written, expectations, strong voice, proximity, checks for understanding before releasing, countdowns, pivoting in the moment, clear set expectations for whole and small group expectations, warm and direct tone, firm and loving directions, etc.
2B. Routines: The teacher has a set of routines to use, of which students are aware, and are consistently used. This is also true when classroom agreements are not met.						Students get materials quickly, classroom systems (e.g. numbers on desks), students really calm and knowledgeable about the routines without constant direction/redirection, etc.
2C. Proactive Support Systems and Restorative Justice Practices: Trauma-informed practices and principles of restorative justice are used to redirect challenging behavior, manage conflict, and repair harm when agreements are not met. Teacher addresses microaggressions.						Use of _____ language Welcoming students into a space as people first, using humor to redirect students, etc.

Caliber Schools Equity Rubric (21-22)

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2D. Engagement: There is evidence that every child is engaged with their learning, at all times. Students are engaged in whole and small group discussions equitably.						<p>Calling pattern shows no discrepancy based on native language, gender, race, etc.</p> <p>Students share and peers listen, teachers message expectations around timing and time management, students have assignments completed/pre-work done, students engaged in whole and small group discussions equitably, every student has an opportunity to participate.</p>
2E. Equitable Participation: In whole-class discussions, the teacher consistently uses wait time and calls on students equitably, using strategies to vary participation.						
Barriers to Equity						
Select groups of students are disproportionately disciplined for nonspecific, subjective offenses such as “defiance” or “disrespect”.						
Student's bodies are heavily regulated. <i>(e.g. there is an emphasis on compliance and uniformity without the focus on safety and learning. There is a great emphasis on walking silently, sitting straight, tracking the speaker, and so on without a “why” around those expectations.)</i>						
The teacher shames students publicly and/or privately. <i>(e.g. public humiliation, sarcasm, and using language that identifies the problem as person-based, etc.)</i>						

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Teaching for Learning, Teaching for Results: Rigor + Expectations						
Indicator of Equity	Evidence of Inequity (0 points)	No Evidence of Equity (1 point)	Little Evidence of Equity (2 points)	Some Evidence of Equity (3 points)	Strong Evidence of Equity (4 points)	Evidence: Observed Examples
3A. Student Thinking: Teacher provides students with opportunities to develop higher-order thinking skills, such that the majority of heavy-lifting and intellectual work of the class is done by students. Teacher acts as facilitator of knowledge.						Teacher is able to see the thinking of ALL students (not just a select few), etc.
3B. Questioning and Discussion: Prepares and asks questions that probe for clarity and that engage students in critical thinking, developing student habits of discussion and habits of evidence. Teacher questioning is focused on analysis and conceptual knowledge-building versus answer-getting.						Strong questions and question sequencing, strong development of habits of discussion and habits of evidence, ensuring students evolve in their answers, etc.
3C. High Expectations: Teacher communicates confidence that all students are capable of engaging in intellectually challenging work and consistently communicates high expectations, offering the support and guidance to ensure all students meet expectations and master grade-level content without exception.						
3D. Student Ownership: The teacher guides students to be metacognitive about their learning and to learn how to learn, supporting students to take ownership of their learning.						Students responsible for sharing their thinking and methods/explanations, questions AND responses require metacognition, etc.

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

<p>3E. Differentiation: Teacher implements multiple methods of presentation, process, and product to give all students access to content and instruction. Different ways of knowing and expressing knowledge are valued and rewarded. <i>(e.g. classwork is modified in accordance with Individualized Education Programs, leveraging oral traditions, etc.)</i></p>						
Barriers to Equity						
Teacher relies heavily on lecture, rote memorization (when inappropriate for content), and/or oversimplification of concepts <i>(e.g. proceduralizing conceptual understanding, reducing writing to grammar, etc.)</i>						
Teacher over-scaffolds or modifies content such that students do not receive grade level instruction. <i>(e.g. providing students with scaffolds when they no longer need them, scaffolding that prevents productive struggle with grade-level material, scaffolds that bring the level of rigor of the lesson below grade-level, etc.)</i>						

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

Teaching for Learning, Teaching for Results: Instruction + Performance						
Indicator of Equity	Evidence of Inequity (0 points)	No Evidence of Equity (1 point)	Little Evidence of Equity (2 points)	Some Evidence of Equity (3 points)	Strong Evidence of Equity (4 points)	Evidence: Observed Examples
4A. Culturally and Linguistically Relevant Pedagogy: Students' knowledge, experience, wisdom, and background are valued and seen as resources for learning such that teachers authentically incorporate students' real-life experiences to help students connect with and make meaning of in-school learning.						
4B. Multiple Perspectives: Teacher leverages student examples to encourage multiple perspectives. <i>(e.g. multiple ways to solve a math problem, multiple interpretations of a poem, multiple perspectives on current and historical events, etc.)</i>						
4C. Lesson Internalization: Teacher has internalized lesson content such that questions are intentionally sequenced, misconceptions anticipated, and activities and materials are aligned with grade-level standards.						
4D. Data-driven Instruction: Teacher intentionally monitors student progress regularly against grade-level standards and provides just-in-time support as needed. <i>(e.g. small group instruction, writing conferences, student coaching, etc.)</i>						
4E. Curricular Materials: Texts or curricular materials selected by teacher prioritizes reflecting and affirming student identity or the						

Caliber Schools Equity Rubric (21-22)

Based on the work of Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

voices and experiences of people who have been historically marginalized (<i>e.g. not centering the white experience</i>)						
For ELA + Math Content Skip #4F-4I and use the applicable Instructional Practice Guide (IPG)						
4F. Standards-based: Teacher instruction meets the demand of the standard or pairing of standard(s).						
4G. Prior Knowledge: Teacher links content to prior knowledge to increase access to grade level concepts for students with unfinished learning.						
4H. Assessment (CFU): Teacher deliberately checks for understanding to surface misconceptions and opportunities for growth for immediate or future adaptation.						
4I. Feedback and Accountability: Teacher provides timely, actionable, and precise feedback aligned to learning goals. Students are expected to revise their work in response to feedback.						
Barriers to Equity						
When not using and/or supplementing scripted curriculum the voices and experiences of people who have been historically marginalized are NOT prioritized —even if members of those groups are not among the student population. (<i>e.g. centering the white experience</i>)						
Testing data is prioritized and emphasized; success in tests is messaged as the ultimate goal and is valued above all else.						
Individual student performance data is publicly displayed and shared (even when student names have been removed) for the purpose of shaming or “ creating urgency ”.						



Caliber Schools Equity Rubric (21-22)

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There are notable discrepancies that run along lines of race, ethnicity, and/or gender in performance data. (e.g., *English Language Learners perform poorly on writing assessments*)

Appendix A-19

ChangeMakers Results: One Year of Growth

The following is an excerpt from the Caliber: ChangeMakers Academy renewal petition from 2020. The renewal petition received a recommendation to approve from the Vallejo City Unified School District staff and the charter was renewed for a period of five years.

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.¹
- The Strategic Teaching and Evaluation of Progress Assessment (STEP), a rigorous reading test of progress given to students in grade K-5.

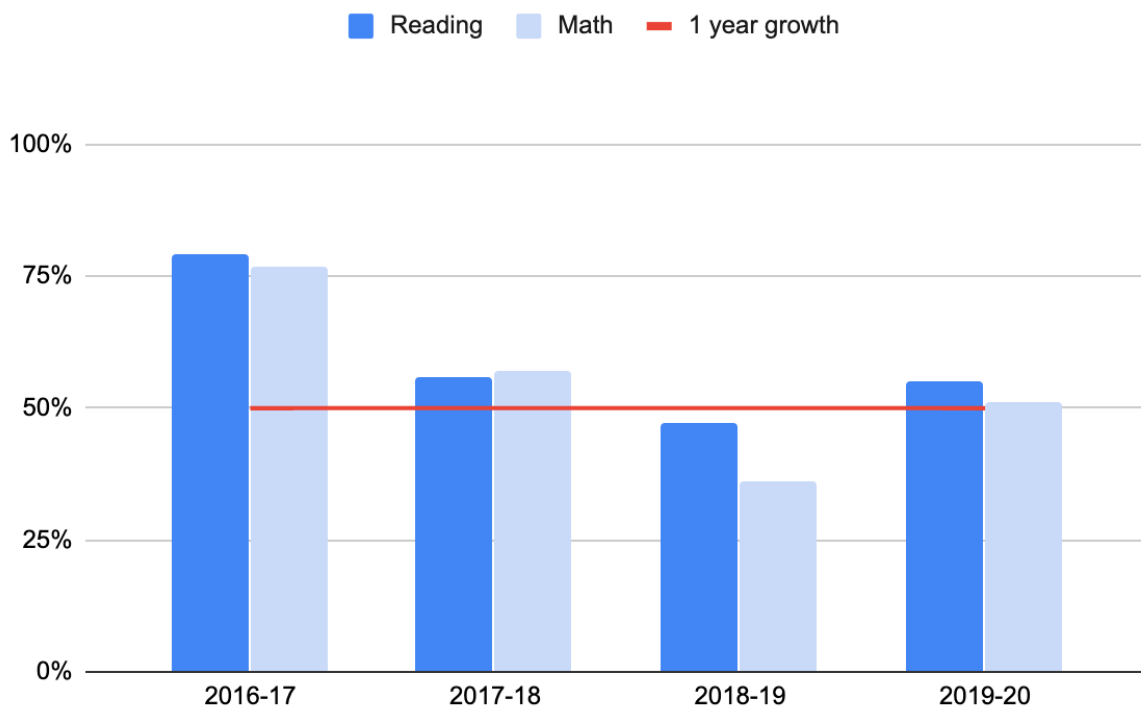
ChangeMakers Increases in Academic Achievement - MAP Results

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).

¹ 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 growth²



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

² 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.

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.³

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 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.⁴ That indicates that ChangeMakers students made at least a year of ELA

³ Find more information about NWEA MAP Conditional Growth:

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

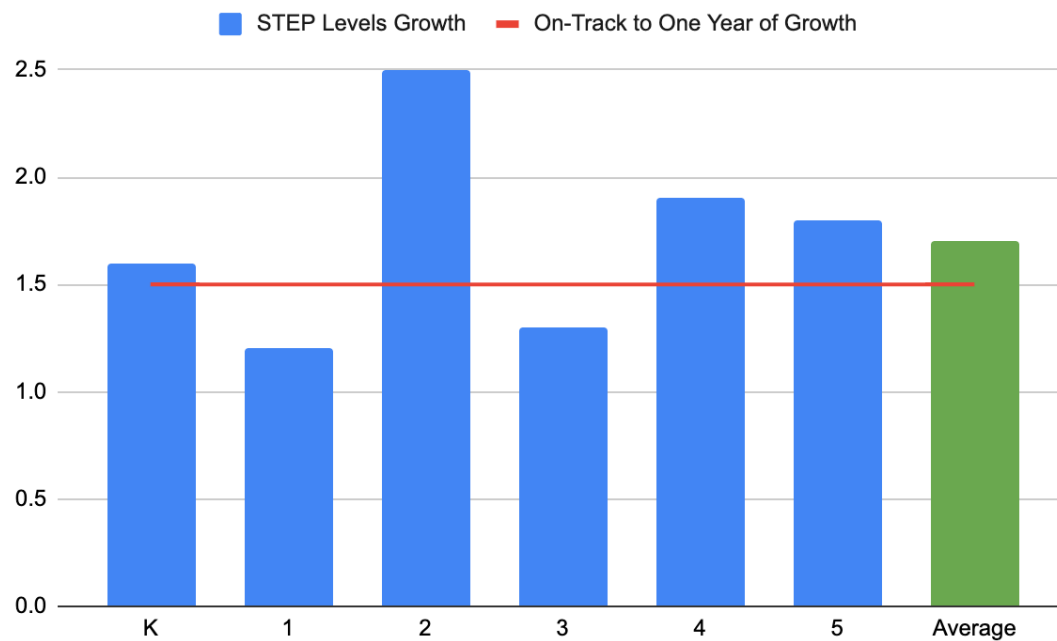
⁴ See more about how the scale score improvements on SBAC and SBAC-aligned assessments translates to colors on the dashboard here: <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables19.asp#AcademicTable>

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.

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.

Appendix A-20

Caliber ChangeMakers Student/Family Handbook



Family Handbook 2020 - 2021

Caliber: ChangeMakers Academy
School Address: 500 Oregon Street, Vallejo, CA 94590
Mailing Address: PO Box 5282 Richmond, CA 94805
(707) 563- 9827 (office) www.calibercma.org

Dear Caliber: ChangeMakers Academy Families,

We are honored and humbled that you have chosen to send your child to Caliber: ChangeMakers Academy (“Caliber,” “Caliber Schools,” “School,” or the “CMA”). We take the responsibility of educating your student very seriously. We look forward to a year of learning, exploration, and partnership.

Caliber Schools are special in many ways. We intend to build a strong community of students, staff, and families. We have four major pillars:

- 1) Emotionally Intelligent (HEART): A Caliber graduate is prepared to navigate a variety of social circumstances and life situations through the use of the 5 emotional intelligence strategies: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.*
- 2) Academically College Ready (SMART): A Caliber graduate is prepared to graduate from a 4 year college without remediation.*
- 3) Critical Thinker (THINK): A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.*
- 4) ChangeMaker (ACT): A Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more just society.*

We are passionately working to prepare every student for a four-year university. Personalized English language arts and math instruction allow for all students to receive support at their present level, while they push to exceed grade level standards. Through daily computer science, writing, reading, math, and project based learning students will engage in rich and challenging curriculum that reinforces core skills. We want our students to develop the academic mindsets, perseverance, and behaviors coupled with strong social skills, and a repertoire of learning strategies in order for them to obtain high academic performance.

As we begin this journey together we have compiled a handbook to share how school life works, student, staff, and family expectations, and basic school policies. Please read through the handbook to become familiar with our procedures and policies. They are in place to assist in accomplishing our ultimate goal of providing a warm, positive, safe, and rigorous learning environment. Thank you for your cooperation in making the Caliber Schools a wonderful environment for all our children to learn.

Sincerely,



Rachael Weingarten
Lower School Leader



Asha Canady
Upper School Leader

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The Mission of Our School

THE MISSION

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.

THE VISION

At CMA we believe all of our students will become academically college ready, grow in their emotional intelligence, become critical thinkers, and agents of change.

Emotionally Intelligent	Academically College Ready	Critical Thinker	ChangeMaker
HEART	SMART	THINK	ACT
			
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	A Caliber graduate is prepared to graduate from a 4 year college without remediation.	A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.	A Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more just society.

OUR CORE VALUES

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

Core Components of Caliber Schools

1. **High Expectations.** We believe all children can succeed in college and in life. Students are set up for success when our staff functions with a deep belief in both the endless (massive) potential of all students and their own ability to tap and foster that potential. Students will rise to the challenge when staff assumes the best, fosters independence, empowerment, and drives toward incredibly high expectations.

2. **Data Driven Personalized Instruction.** Our teachers will plan lessons and units based on feedback from small group instruction, formative assessments, summative assessments, student artifacts, and anecdotal notes. Each student will have a Personalized Learning Plan (“PLP”). We will teach core content in part through “blended learning” that uses adaptive educational software.
3. **Continual focus on Social, Emotional and Life Skills.** Our students will develop and grow in their emotional intelligence through explicit Social Emotional Learning (“SEL”) instruction. SEL refers to a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship.
4. **Exceptional Teaching and Instructional Leadership.** Our School Leader will be an instructional leader responsible for improving the quality of our instruction. We will recruit and develop great teachers, who will work together as part of a collaborative professional community and benefit from opportunities for career advancement.
5. **Rigorous and Relevant Curriculum.** Students will be offered a challenging, Common Core-aligned curriculum. Computer programming will be our “second language.” We will have an intense focus on literacy. ”
6. **A Focus on Student Voice.** Our students will take ownership of their learning. Caliber students will meet in small groups weekly during guided reading to have “book talks.” Additionally, students will set their own goals, and meet individually or in a small group with a staff member to check in about how they are progressing to meeting those goals. Additionally, students will have a range of choice in their elective classes for each of the three trimesters
7. **Caliber Students are “Change Makers.”** We want our students to be empowered to create the change they wish to see, and then to seek to have an impact on their families, communities and the world. Our social studies, Social and Emotional Learning and English curricula will leverage primary sources that give Caliber students a social justice lens on the world.

WHAT IS A CHARTER SCHOOL?

Charter schools are public schools. They are tuition-free and open to any student who wishes to attend, limited only by the School’s capacity. Charter schools allow parents, organizations, or community groups to restore, reinvent, and re-energize our public school system.

Parents/guardians who want their child to attend a Caliber school must submit an application. Our online enrollment site is www.caliber.schoolmint.net. For more information on our application process or to review a copy of Caliber’s Lottery and Enrollment Procedures and Policies, contact the Director of Schools Operations or visit the Caliber Schools website at www.caliberschools.org >> Vallejo >> Admissions >> Enroll.

STAFF CONTACT

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Hours of School Operation (All Grades) 2020-2021

Arrival Times: Monday-Friday
Campus Doors and Gates Open at 7:30 AM for ALL students.
Considered tardy at 8:00 AM

School Hours & Dismissal: Monday-Thursday
8:00 AM – 3:05 PM Grades TK, K, 1st **Must be picked up from their classrooms**
8:00 AM – 3:10 PM Grades 2nd, 3rd, 4th & 5th **Valet Pick Up**
8:00 AM – 3:15 PM Grades 6th, 7th & 8th **Valet Pick Up**

School Hours & Dismissal: Friday
8:00 AM – 1:00 PM ALL GRADES
Grades TK, K, 1st **Must be picked up from their classrooms**
Grades 2nd, 3rd, 4th, 5th, 6th, 7th & 8th **Valet Pick Up**

***For dismissal we ask that the older sibling gets the younger and you come at the oldest child dismissal time. Ask R & A

Valet Pick Up: Parent/Guardian remain in car. Students will exit/enter vehicles on the right side. Please do not leave vehicles unattended at valet.

NOTE: ChangeMakers Academy is not responsible for students who are dropped off before the identified time at which school gates are opened. Parents/guardians are expected to wait with their children until the school gates are opened, as the children will be unsupervised until this time.

The school calendar can be found online at www.calibercma.org>>Our School>>Calendar.

Getting To & From School

- More than 800 students are expected to get to and from CMA every day. There is limited parking in the immediate vicinity of the School, which is set in the middle of a residential community. Your adherence to these procedures will ensure the safety of our children and minimize delays and/or inconvenience to you and others. If someone other than yourself will be picking up your child(ren), please inform them of the procedures and ensure that he/she is on your student's emergency contact information. Please see our release policy, below.
- The speed limit while students are out is 5 mph.
- To accommodate a steady flow of traffic, vehicles are not allowed to park in the drop-off zone. Parents and guardians are welcome to park further away on adjacent streets and walk to the designated drop-off zone to pick-up and drop-off students.

- Double Parking is not allowed. Pick-up/drop-off/waiting is to be done in a legal safe location.
- Parents may arrive between 7:30 am and 7:45 am so that you can park and then walk your child to class.
- To ensure a smooth flow/continued movement of pick-up/drop-off of students:
 1. Arrive 5-10 minutes early – park and walk to the school to take/pick-up your child.
 2. Consider arriving 5 minutes later to avoid the rush of cars at dismissal time.
- All students are released to a parent/caregiver or to the afterschool program at the end of the school day. If you would like your child to walk home please complete the form in the office so that your child can be released at dismissal. (**Attach Form**)
- Please do not allow your child to jaywalk. It is dangerous and illegal. Students should cross the street next to the two driveways where a staff member is present.
- Be considerate of our neighbors by not blocking their driveways or having disrespectful confrontations.
- Please refrain from honking your horn to get the attention of another driver or your child. It is disruptive to the neighbors.
- Please inform adult individuals that periodically assist you in the drop-off/pick-up of your child(ren) of the Caliber Schools “Getting To and From School” procedures. These individuals must be listed on the Student/Parent Emergency Form. The office must be notified of any individual not included on that form using the Release Policy below.
- Please treat our neighbors as you would want to be treated if you lived in close proximity to a school.

Finally, keep in mind that your child is watching your example closely and will be learning to drive in the not-too-distant future. Using your seatbelt, respecting the right-of-way, and observing the posted speed limit and traffic signs will ensure that your child will become a responsible driver.

Important Safety Seat Reminder: California State Law requires that children who are under 8 years of age be properly secured in a child restraint system in the back seat.

Student Information

Release Policy

Caliber Schools wants to ensure that our students get home safely to their families. This policy describes the rules and regulations for releasing students from our schools.

A. Emergency Forms

At the beginning of the school year, parent/guardians shall complete and submit a Student/Parent Emergency Form to be kept on file at the School. Parents/guardians will be asked to include the names of adult individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as a Student/Parent Emergency Contact

will also be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise. (Attach Form)

B. Authorizing Someone to Pick Up a Child

Parents/guardians may authorize Caliber Schools to release their child to other people by completing the attached "Authorization to Pick Up" section of the "Emergency Contact Card." Parents/guardians are asked to include the *name*, *phone number*, and *relationship to the child* for each person they wish to allow their child to be released to. This section of the "Authorization to Pick Up" may be updated by the parent/guardian at any time by visiting the school front office. Caliber staff will ask the authorized individuals for identification when they pick the child up from school.

Caliber Schools recognizes that there will be situations in which a person not listed on the Student/Parent Emergency Form will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Student/Parent Emergency Form comes to pick the student up and the School has not already been contacted by the parent/guardian, the School will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question. Caliber staff will ask the authorized individuals for identification when they pick the child up from school.

C. Emergency Dismissal

In case of an emergency dismissal, parents/guardians must wait for instructions from School Leaders before coming to campus to pick up their child. School Leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures will be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

Late Pick-Up

It is Caliber School's goal to dismiss our students safely, efficiently, and responsibly. We need the support and partnership of our families to attain this goal.

Parent/guardians are responsible for ensuring that their children are picked up on time every day. Even if the parent/guardian has designated another authorized individual to pick up his/her child on that day, it is still the responsibility of the child's parent/guardian to make sure his/her child is picked up on time.

We understand that there are occasional family emergencies that will cause a child to be picked-up late from school, but cannot tolerate students being left on campus late consistently. Failing to pick up your child on time is costly to the School and disrespectful to the School staff; it may also constitute child neglect.

If a parent/guardian has a family situation that makes it difficult to arrive on time to pick up his/her children on time, the parent/guardian should reach out to a School Leader to discuss possible solutions.

This policy explains our policy and process for addressing late student pick-ups:

Late Pick-Up: A child who has not been picked up after the end of dismissal at 3:25 pm will be considered a late pick-up unless he/she is part of an afterschool program or is staying late at the request of a School staff member.

Notifying the School: Staying late at work, running into car problems, or getting stuck in traffic are not excuses for picking up a student late. Parents/guardians are expected to make arrangements for their children to be picked up on time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day. In these cases, we ask that a child's parent/guardian contact the School by phone to let the staff know that their child will be picked up late that day.

Extremely Late Pick-Up: If a child is still on campus more than an hour after the end of dismissal and staff members have not been in contact with a child's parent/guardian, Caliber staff must assume that the family has suffered an emergency. Staff will contact the local police and call the individuals listed on the child's emergency contact card to find out what happened. Staff may release the child to an authorized individual in compliance with the Release Policy, above, or the authorities.

Recurring Late Pick-Ups

Caliber will follow a tiered series of interventions/consequences for families who persistently pick up their children late:

Recurring Late Pick-Up (3 times)	-Parent/guardian must attend a meeting with the School Leader to review late pick-up incidents and create a verbal agreement and plan to prevent late pick-ups in the future. The School Leader may refer the family to local counseling. .
Habitual Late Pick-Up (6 times)	- A letter will be sent home to the child's parent/guardian specifying the date, time, and location of a meeting with a School Leader. - Parent/guardian must attend meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick Up (More than 6 times)	- Referral to Child Protective Services ("CPS"), at the discretion of the School Leader.

Attendance Policy

Students are expected to be at school each school day. Good daily attendance is necessary in order for your child to maximize opportunities for academic, social, and emotional growth.

Late, Tardy, Unexcused Absences

Late: A student arriving during the first 30 minutes after the start of the school day is considered late. That student will be marked late on that day's attendance. Once a student accumulates 10 late arrivals they will be required to attend a mandatory family workshop and/or meet with a School Leader to discuss ways to ensure they arrive to school promptly each day.

Tardy: A student arriving to class more than 30 minutes after the start of school without a valid excuse is considered tardy. That student will be marked tardy on that day's attendance. When a student is tardy, he or she is missing significant parts of the school day. A student shall be classified as truant if the student is tardy more than 3 times in one school year.

Unexcused absences: Proper notification and/or documentation is required for a student's absence from school to be considered excused and to be marked as excused on the child's attendance record. Some kinds of absences may not be considered excused, even with proper documentation. These include but are not limited to the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, and extra-curricular activities. A student shall be classified as truant if the student is absent without a valid excuse for 3 days in one school year. Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10

percent or more of the school days in one school, from the date of enrollment to the current date. The chart below explains the type of notification and/or documentation required to “excuse” a child’s absence for different reasons.

Reason	Documentation Needed	Other Info.
Personal Illness	Parents’ notification required. A Doctor’s office signed note for 3 or more consecutive sick days.	When a student has had more than 10 absent days in the school year due to illness a Doctor’s office signed note is required for any additional sick days.
Quarantine	As directed by County or City Department of Health	
Health related appointments/treatments (medical, dental, optometric, or chiropractic)	Doctor’s office signed note	Students in grades 7 and 8 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.
Attending funeral services of immediate family	one (1) day if the service held in California; three (3) days if the service is held out of state	"Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
Personal/Family Emergencies (School Leader’s discretion)	Parents’ notification required	Approved at the discretion of the School Leader
Religious Holiday/Ceremony/Retreat	Parents’ notification required.	The student shall be excused for this purpose on no more than four (4) school days per month
Any absence accompanied by prior approval from the School Leader	Note from School Leader required	
Court Appearances	Notice from court required	
Attendance at the Student’s Naturalization Ceremony to become a U.S. Citizen	Parents’ notification required.	
Time with immediate family member who is an Active Duty member	Parents’ notification required. Allowed absence period will be determined by the School Leader.	Immediate family member must be called to duty for, on leave from or have immediately returned from

of the uniformed services		deployment to a combat zone or combat support position.
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Leaving School During the Day

Under no circumstances may a student leave school and/or go home without the permission of a parent or guardian. Students who become ill at school must check in at the office and remain at school until the child's parent/guardian arrives/gives permission for the student to leave campus. Students in grades 7 and 8 may be excused from school for the sole purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

It is expected that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the family must notify the front office prior to 12pm on the day of the early pickup and bring documentation from the doctor upon return. In cases where documentation is not provided, the early pickup will be unexcused. If there are 5 or more unexcused early pickups in a school year, the School may request a meeting with an administrator and the parent/guardian to discuss further.

The complete Attendance and Truancy Policy is located within the Caliber School's Student Services Policy Manual which is available at the School office and online.

It is very important that your child comes to school every day. If after multiple attempts to support you and your child to get to school, we will have to meeting with our CEO to discuss disenrollment.

Independent Study

It is imperative that your student attends school daily. Lost classroom time is difficult to replace. In certain circumstances though, students may wish to be absent from school, but continue to participate in their studies. In such cases, you may request that your student be placed on "independent study," during which time he or she will be provided with a course of instruction to be completed away from school.

To request independent study, you must fill out and return an Independent Study Application. Students do not have a right to participate in independent study. Independent study is made available to students on a case-by-case basis, considering the length of the absence, the reason for absence, the student's academic and attendance history, teacher availability, and other factors. Students who are not on independent study, and are who are otherwise absent for an unexcused reason, will not receive attendance credit. Such students may also be considered truant.

Below are the guidelines governing independent study:

1. Parent/guardian must request independent study no less than 4 weeks prior to their student(s)' absence.
2. Independent study is granted at the School's discretion.
3. In general, contracts are issued for a minimum of 3 days and a maximum of 5 days. Any exceptions would have to be approved by the School Leader on a case by case basis.
4. No independent study contracts will be approved during testing windows and in the first four weeks and final two weeks of school
5. A student with disabilities, as defined in Education Code section 56026, is not eligible for independent study unless his/her individualized education program specifically provides for such participation (Education Code, §51745).
6. Students must timely complete each requirement listed in the independent study contract. Work will be reviewed by the school and final determination of completion is decided by the school team. Students who fail to do so, will be marked unexcused. Students with multiple unexcused absences will follow truancy proceedings.

Contracts must be approved by the School Leader or designee. The Application and Contract is located in the main office and must be completed and returned to the school office 10 days before departure.

Please reference the Independent Study Policy in the Caliber Schools Policy Manual

Clothing and Materials

UNIFORM POLICY (include do's & don'ts pager)

Students must wear their CMA uniform every day. Every family is provided with one uniform at the start of each year. The provided set includes a Caliber School's Academy polo shirt, choice of one bottom, and a Caliber Schools sweatshirt.

The uniform guidelines are as follows:

- Caliber School's Academy Polo Shirt
- Caliber School's T-shirts may be worn Fridays (Later on in the year they will earn College T-shirts they will be able to wear) with Solid Navy Blue bottoms/pants.
- Solid Blue Sweater or Caliber Schools sweatshirt (No writing, images, symbols or pictures other than a Caliber Schools logo or image)
- Solid Navy Blue Jumper or Skirt (please wear shorts or leggings under jumpers and skirts)
- Solid Navy Blue Pants or Shorts
- Tennis Shoes (No roller shoes)
- Pants must be securely fastened at the waist

Dress Code Violations

If a School staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described hearing, the following may occur:

- 1.** The student may be asked to briefly leave class to change clothing to align with this dress code.
- 2.** The School may confiscate items that violate the dress code.
- 3.** The School may notify the student's parents/guardians of the dress code violation(s).
- 4.** The School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

Each new incoming student also receives a complimentary uniform for free. For more information on ordering you can visit calibercma.org/uniform-policy

GENERAL CLOTHING GUIDELINES ON FREE DRESS OCCASIONS

1. Clothes should be no larger than one size above the student's regular size. Baggy clothes are discouraged.
2. Clothing should be clean and in good condition. No ripped pants.
3. Midriff-baring tops, spaghetti straps, short shorts or skirts, and tank tops are not to be worn to School.
4. Hats/hoods are to be removed in class. Religious head coverings will be permitted.

5. When there is a “special” dress day school, appropriate non-uniform clothing is to be worn. These days will be announced ahead of time.
6. Parents will be called and asked to bring a change of clothing if a child is inappropriately dressed. This includes inappropriate shoes. Students are expected to wear non-distracting tennis shoes that are safe for outside play (no flip-flops, slip-on/slides, heels, light up shoes, clunky/stacked or roller shoes).

School Supplies

Teachers will send a list of materials that can be optionally donated to the classroom at the beginning of the year.

Personal Belongings

Students are NOT allowed to have the following items at School:

Gum	Chips, Candy or other junk food or sugary drinks
Soda	Hats (Religious coverings are permitted)
Peanuts	Any illegal substance
Weapons and toy weapons	Toys, stuffed animals or dolls (unless given permission)
Gameboys or any other electronic toys	Slime
Matches or any flammable item	Cell Phones

LOST AND FOUND

Each year, many articles of clothing are left on the playground or other locations on site. These clothes are placed in the **Lost and Found** that is located near the main office. **Please be sure to clearly write your child's full name on all clothing.** Please check the Lost and Found first for missing articles. Periodically throughout the school year unclaimed clothing items will be donated as the amount of items is overwhelming.

School Meal Program

School meals are an essential part of our school program and our focus on strong school community. It is a time when students sit with their classmates and practice engaging in conversation while enjoying a meal. We are pleased to be able to offer free, nutritionally-adequate meals to all Caliber students, through Revolution Foods. This includes breakfast, lunch, morning snack, and supper (if staying past 5 pm). Each month a calendar will be posted that shows what will be served. Meals subject to change.

Please note that we are a peanut free school.

FOOD ALLERGIES

If your child has a known food allergy or dietary restriction, please let our office staff know immediately. If your child needs access to an Epi-Pen or other allergy medication in case of a reaction, you will need to submit a medication authorization form to your school Director of Operations. Please contact the Front Office for more information and you will be provided with a complete copy of the Administration of Medications Policy in the Caliber School's Student Services Policy Manual which is available at the School office and online.

Health and Safety

VACCINATIONS

State law requires that all children entering or continuing attendance at elementary or middle school be immunized against certain diseases. Parents/guardians must submit proof of these immunizations to the School. These requirements can be waived only if a properly signed health exemption is filed. According to Senate Bill 277, as of January 1, 2016 parents may no longer obtain a personal belief exemption. The School will provide families with the most up-to-date information on immunization requirements and how to document that these requirements have been met or waived.

ILLNESS OR INJURY DURING THE SCHOOL DAY

If a child becomes ill or injured during the school day and is not well enough to stay in class, the child's parent/guardian will be called to pick the child up. We do not have the capacity to watch over and care for ill or injured children, so parents/guardians will be expected to pick up their child. Please make sure that we have updated phone numbers on your child's Emergency Form on file in the School office. If your child has an emergency, we must be able to reach you – if you move or change your phone number(s), please let us know immediately. Please be sure that the School has updated contact and health information.

MEDICATIONS

Caliber staff may assist in administering medication (prescription or over-the-counter) only once the School has a medication authorization form signed by the child's parent and physician. If your child needs to take medication at School (even Tylenol or cold medicine), please ask the Operations Manager for a copy of this form and the corresponding Administration of Medications Policy in the Caliber School's Student Services Policy Manual which is available at the School office and online.

Bring the completed form to the Operations Manager at your child's school along with the medication and prescription. You must keep the medication in its original packaging from the pharmacy. The Operations Manager will administer medication to your child or appoint a designee to administer medication if he/she is unavailable. Caliber Schools will keep a record of every time your child receives a medication. If a student has any medication in their possession that has not been documented, we will hold it at the front office until a parent/guardian can be contacted.

FIRST AID

The Operations staff or designee will administer basic first aid to your child in case of an incident. If your child is sick or injured and you receive a call to pick up your child, you will be expected to pick up your child. For serious illness or injuries 911 will be called. If a student has a head injury (no matter the severity) it is our protocol to call home and notify the parents.

ACCIDENTS, INJURIES, MEDICAL AND HOSPITAL SERVICES, INSURANCE

If an accident occurs at School, first aid for minor injuries will be provided and parents/guardians notified. In cases requiring an ambulance, effort will be made to first contact the parent/guardian named on your child's emergency card. Caliber Schools does have a Student Accident Medical policy that provides "Excess" Medical coverage over the student's primary medical insurance for accidents that occur during school-sponsored trips or activities.

EMERGENCY PREPAREDNESS

The Student/Parent Emergency Contact Form is to be completed for each student by a parent or guardian. Each student's Student/Parent Emergency Contact Form is kept in the School office. Emergency Preparedness Binders contain the most recent telephone numbers and addresses for the adults responsible for picking up your child in the event of an emergency. **It is essential that this contact information be complete and accurate. Please notify the Caliber Schools Office Manager in writing if any of the information on these forms needs to be updated.** Students will not be released to individuals that are not listed on the Emergency Contact Form unless authorized to do so in writing by the individual that registered the student. Individuals must be asked to show ID. Information on the Student/Parent Emergency Contact Form can only be changed by the parent/guardian that registered the child. For more information, a complete copy of the Caliber School's Comprehensive School Safety Plan is available at the main office.

WEAPONS AND FIREARMS

Caliber Schools prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on School grounds or buses, or at off campus School-related or school sponsored activities.

DRUGS, ALCOHOL, AND SMOKE

Caliber Schools is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. Please do not bring tobacco, nicotine products, alcohol, or illegal substances of any kind to our School campus.

Campus Access & Visitor Policy

Caliber Schools strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. To ensure the campus safety and minimize interruption of the instructional program, Caliber has established the following procedures to facilitate visits during regular school days:

FRONT ENTRANCE

At all times during the school day, the front office to a Caliber Schools will be manned by a Caliber staff member. For the purpose of this policy, the Charter School day is defined as the period of time that starts 30 minutes before the beginning of the instructional day and ends 15 minutes after the end of the instructional day. Ensuring that the front office is manned at all times is a primary responsibility of the Charter School Director of Operations. If the Director of Operations is unable to be at the front desk for some reason, he/she is responsible for finding another Caliber staff member to be present, this may include Administrative Assistant, any School Leader and any employee of Caliber Schools. Individuals who are not staff members should NOT be asked to man the front desk.

VISITOR REGISTRATION AND PASSES/BADGES

All visitors are required to register with the front office immediately upon entering any school building or grounds during school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. *After registering in the Front Office, visitors who are not employees will be issued a Visitor's Pass that they must display at all times while on campus.* All visitors must also sign out when leaving the campus. Any visitor may be asked to provide personal identification at any time while on campus. For more information on visiting a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available in the Caliber School's Student Services Policy Manual which is available at the School office and online.

PRIMARY AND SECONDARY EVACUATION SITES

Our school has two (2) evacuation sites. All kindergarten and first grade students will evacuate to the kindergarten playground. Students in 2nd to 8th grade will evacuate to the upper school playground. If there is a disaster at the Caliber school site or the campus is unsafe for some reason, we will evacuate to the School bus parking lot across the street.

EMERGENCIES

Our priority during an emergency is to keep our campus safe. Here is what will happen in the event of an emergency:

- We will share information with families via phone call or text blast. Please make sure your updated contact information is in our system. If there is an incident on or near our campus, please stay at home and wait for instructions from our School Leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID. Please wait for instructions from School Leaders before coming to campus.
- If the School campus is not safe, we may need to dismiss students from our secondary evacuation site. It is important that you know where this secondary evacuation site is located (see above).

School Program

HOMEWORK

Homework is designed to reinforce learning during the school day. Homework amounts will vary by age. Given our longer school day our younger students will have very little homework. Assignments are a review of what has been studied in class and designed to share with families what has been learned. The student should be able to easily and independently complete the work. If your child struggles with homework please notify your teacher right away.

Daily assignment breakdown:

- 1) Reading Log (requires parent signature):
 - TK/K/1st: 10 minutes
 - 2nd: 20 minutes
 - 3rd-8th : 30 minutes
- 2) Cumulative Review Math activity/worksheet
- 3) Grammar, phonics, or reading comprehension worksheet
- 4) Spelling (depending on the grade) or Vocabulary

CORE SOCIAL-EMOTIONAL LEARNING (“SEL”) PROGRAMS

Our school values are connected to our 4 pillars:

1. HEART: Respect, Self Awareness, Connection
2. SMART: Grow, Determination, Confidence
3. THINK: Curiosity, Problem Solver
4. ACT: Leader, Enthusiasm

Research on the ability of students to persist to and through college clearly identifies that academics alone do not determine success. Caliber will offer a robust set of social emotional programming including Restorative Justice Practices, Mindfulness, Social Emotional Learning Curricula, and Positive Behavior Intervention Systems. Caliber Schools will also focus on cultivating rich student relationships. Students will learn strategies for: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.

REPORT CARDS – PERSONALIZED LEARNING PLANS

Caliber Schools uses PLPs, instead of report cards to provide parents with a periodic assessment of how students are doing in school. Information about intervention strategies and possible retention is also recorded. Students receive three (3) PLPs a year. Teachers make every effort to schedule a parent conference and meet with each parent/guardian by the end of the first and third report card periods. Parents/Guardians are encouraged to talk to their child’s teacher about any questions or concerns they may have about their child’s report card. Parents/Guardians can also request a parent/teacher conference at other times during the year. If a student is identified as not meeting adequate grade level content standards, a parent/teacher conference is called to develop an educational plan that would be closely monitored by the parent and teacher during the school year to avoid retention. All Caliber Schools students are assessed early in the year to establish baseline levels. A conference may be scheduled with the teacher if there are any concerns about how your child is progressing.

AFTER-SCHOOL PROGRAM

After school care is available to all families at Caliber Schools until 6 pm daily. During this time, students will be able to complete homework and engage in a range of activities. We are excited to partner with the BACR Kids Club to bring an awesome selection of afterschool activities for our students. These afterschool activities are optional, but they will be held at our school from **3:00 pm to 6:30 pm Mon-Thurs** and **1:00 pm to 6:30 pm on Fridays and any other early release**

days throughout the school year.

SCHOOL COMMUNICATION

Families receive communication from the School Leader through a weekly emailed newsletter. Grade level information is updated through our Charter School website. Look for important updates and information on both the Charter School web site, Facebook page, and in the office on the bulletin boards.

OUR APPROACH TO DISCIPLINE

Caliber Schools relies on proactive, preventative supports to promote positive behavior at school. We implement a Restorative Justice (“RJ”) and Positive Behavior Interventions and Supports (“PBIS”) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more **consistent, predictable, positive, and safe**. This is accomplished through the following key practices:

- Behavioral expectations that are clearly defined, taught, and reinforced.
- Systems for recognizing and reinforcing positive behaviors.
- Consequences that are clearly defined and consistently implemented.
- Data based decision making.
- Multi-tiered systems of support (“MTSS”).
- Use of positive reinforcement.

Caliber Schools classrooms also use a variety of management systems to communicate behavior (both positive and constructive) to students and families. The specific systems can vary by classroom. Families are notified of student behavior (both positive and concerns) via home-school communication systems such as logs, phone calls, conferences, and school visits. In the event that our proactive systems are ineffective and behavior infractions occur, Caliber Schools utilizes a progressive, restorative system. Consequences are aligned to students repairing the harm and taking accountability for their actions. Major infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion. The School Leader will make decisions over these consequences.

A complete copy of the Caliber School’s Suspension and Expulsion Policy is available within the Caliber School’s Student Services Policy Manual which is available at the School office and online.

No student shall be involuntarily removed by the 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 (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). 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. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the 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 School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing 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 include a copy of the School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the School from making a similar recommendation in the future should student truancy continue or re-occur.

Volunteering

Caliber Schools recognizes that volunteers are critical to the success of the Charter School. Volunteers provide crucial support for both teachers and school administrators and provide much needed assistance, experience and knowledge. It is for this reason Caliber encourages all families to provide 40 volunteer hours each year. Volunteering is not a requirement to attend Caliber Schools. For more information on volunteering at a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

FIELD TRIP DRIVERS

If you are interested in serving as a driver on your child's field trips during the school year, you must provide the Charter School office with the following:

- Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
- A copy of their Driver's License and Car Registration.
- A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
- A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

CLASSROOM OBSERVATIONS

Caliber Schools strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. To ensure campus safety and minimize interruption of the instructional program, we have developed the following Classroom Observation Policy:

1. Visits during school hours should first be arranged with the teacher and School Leader or designee in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. *All visitors are required to register with the front office immediately upon entering any school building or grounds during school hours.* When registering, the visitor is required to provide his/her name, address, age (if

under 21), his/her purpose for entering school grounds, and proof of identity. *After registering in the Front Office, visitors who are not employees will be issued a Visitor's Pass that they must display at all times while on campus.* All visitors must also sign out when leaving the campus. Any visitor may be asked to provide personal identification at any time while on campus. For more information on visiting a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available in the Caliber School's Student Services Policy Manual which is available at the School office and online.

3. Except for unusual circumstances, approved by the School Leader, Caliber Schools visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per trimester.
4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.
5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or audio or video recording device may be used in a classroom without the teacher's and School Leader's written permission.
6. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
7. The School Leader, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
8. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Caliber Schools' orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to Caliber Schools' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
9. The School Leader or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
10. Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School

Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the Caliber Schools Board of Directors. The Caliber Schools Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

11. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the School Leader or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
12. The School Leader or designee may seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

For more information on classroom observations at a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

Procedural Policies

SCHOOL PHONE USAGE

Students may use the office telephone ten (10) minutes after school for local calls when necessary. During the school day, students are allowed to use the school phones as appropriate by permission of the teacher or office staff. The office phone is available between the hours of 8:00 am and 4:00 pm.

PERSONAL CELL PHONE USAGE

Parents that feel the need to supply their child(ren) with a personal cell phone are asked to fill out a form in the office so that it is on record that the phone is at school with the parent's permission and school personnel's knowledge. Students must have their **phone turned off and secured in a backpack. It is not to be out or used before, during, or after school as school phones are available in case of emergency.** The Charter School is not responsible for damaged, lost or stolen phones. Parents of students that are unable to abide by this rule will be asked not to send the phone to school. Parents/guardians will be contacted to pick up any confiscated cell phone or other electronic signaling device. If it is confiscated a 2nd time, the phone must be turned in and checked out in the office on a daily basis. If there are still problems with having the cell phone at school, School staff will schedule a meeting with the student and parents to discuss.

ELECTRONICS

IPods, MP3 Players, Video Game Systems, or other electronic devices are not to be brought to school as they interfere with the instructional program. These items will be confiscated if brought to school and Parents/guardians will be contacted to pick up the confiscated device. The Charter School is not responsible for loss or damage.

Other Resources and School Support Organizations

STUDENT SUCCESS TEAM

Caliber Schools may identify and refer students with early signs of academic, social or behavioral difficulty to the Student Success Team (SST). The SST meets regularly to discuss academic, behavior, and social-emotional supports for our students at CMA. In order for the SST process to begin, the student's teacher or parent/guardian must complete the Pre-referral Form and hold a meeting with the SST to review current student information and intervention strategies that

have already been used. During the pre-referral meeting, a SST meeting date may be scheduled and parents will be notified of next steps to support their child.

After three (3) SST meetings, if significant progress has not been made against identified goals, the student may be referred to the special education team to determine if the child should be evaluated for special education eligibility under the Individuals with Disabilities Education Act (“IDEA”) or a Section 504 Plan. Under unique circumstances or by parent request, a student may be referred to the special education team to determine eligibility for special education evaluation prior to three COST meetings.

SST is composed of: School Leader, student’s parent/guardian, if needed the Special Education Program Specialist, the student’s classroom teacher, and any other staff member that works with the student in an academic setting. The SST team will meet to review prior interventions, accommodations and modifications as well as identify next steps to ensure all possible supports toward student success have been implemented. A SST summary report will be completed and shared with all stakeholders. The SST team will reconvene to assess student progress at least 28 school days and no more than 56 school days after the initial SST to give ample time for new interventions to yield progress. The SST will determine if the student should continue with the previously identified interventions, participate in a new intervention plan, or if special education eligibility should be considered. CMA will utilize general education intervention strategies prior to special education evaluation where appropriate to meet the needs of students in the least restrictive environment. Students will only be assessed for special education eligibility with parent consent.

INDIVIDUALIZED EDUCATION PLANS

Caliber Schools provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado County Office of Education Special Education Local Plan Area (“SELPA”). These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

If a student is to be assessed for special education eligibility, an individual assessment plan will be designed and provided to the parent for approval. Once the plan is approved by the parent, Caliber Schools will coordinate the completion of the assessments and hold a meeting with the members of the Individualized Education Plan (“IEP”) team to share results and determine eligibility. If the student is found eligible for special education services, the IEP Team will determine the appropriate placement in the least restrictive environment, IEP goals, and the amount and type of services to be provided to the student.

COUNCILS/COMMITTEES

1. **Student Success Team (“SST”)** – is an intervention team designed to bridge communication and provide support between families, teacher, and students. The team is comprised of : School Leader, student’s parent/guardian, if needed the Special Education Program Specialist, the student’s classroom teacher, and any other staff member that works with the student in an academic setting.
2. **School Site Council (“SSC”)** – meets throughout the year and is comprised of teachers, other school personnel, the School Leader, and parents/guardians, whose major function is the development, implementation, and evaluation of the school site plan for categorical programs. We will review our Local Control Accountability Plan (“LCAP”), which outlines our School goals, in order to ensure we are meeting our annual goals.
3. **English Learners Advisory Council (“ELAC”)** – advises the School Leader and SSC regarding the School’s program and services for identified English Learner students. ELAC responsibilities can be voted over for SSC to assume its responsibilities.

4. **Family Connection Committee (FCC)** – Will discuss operations, event planning and classroom support. Information will be dispersed in the Fall.

School Cancellation & Closure

On rare occasions, the decision may be made to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several Caliber Schools due to snow, rain, severe weather, natural disasters, or other emergency conditions. In general, Caliber Schools will observe the same decisions as local districts in case of closure or early closure due to weather conditions. That is to say, if the local school district announces a decision to close or release students early from schools due to weather, Caliber School Leaders should do the same.

Decisions to close school or start school late due to weather conditions will be made public, whenever possible, by 6:45 AM on the morning when school will be closed. The School Leader should alert the local news media when deciding to cancel school. We will also share information with families via phone call or text blast. Families are responsible for providing the School with updated contact information so that they can be reached in case of change to the school schedule.

COMPLAINTS

A complete copy of the Caliber School's General Complaint Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

Appendix A: Legally Required Annual Notices

Public schools, including charter schools, are required to provide annual notification to inform parents of certain School policies and laws. Caliber: Beta Academy and Caliber: ChangeMakers Academy (collectively referred to as “Caliber Schools”) comply with this requirement by providing families with an annual notification in the Family Handbook each school year as an appendix.

AVAILABILITY OF PROSPECTUS

Upon request, Caliber Schools will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, Caliber Schools may charge for the prospectus in an amount not to exceed the cost of duplication.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (“CAASPP”)

Caliber Schools annually administers required state testing to the applicable grades. (e.g., the California Assessment of Student Performance and Progress) Notwithstanding any other provision of law, a parent’s or guardian’s written request to the School Leader to excuse his or her child from any or all parts of the state assessments will be granted. Please submit requests to Rachael Weingarten at rweingarten@calibercma.org.

CHILD FIND

Caliber Schools is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Caliber Schools provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Caliber Schools collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the School Leader.

CONCUSSION/HEAD INJURIES

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete

initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

SUDDEN CARDIAC ARREST AND AUTOMATED EXTERNAL DEFIBRILLATORS

Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below:
<https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>

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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the School office if you need a copy of this information sheet or if you have any questions about this information sheet.

FREE AND REDUCED PRICE MEALS

Caliber Schools participates in the National School Lunch Program. The Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Wellness Policy within the Caliber School’s Student Services Policy Manual which is available at the School office and online.

HOMELESS STUDENTS

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Founding Leader or designee designates the following staff person as the School Liaison for homeless students ((42 USC § 11432(g)(1)(J) & (e)(3)(C).):

Angelica Maulucci and Vivian Johnson
Clinician Leads
500 Oregon Street, Vallejo, CA 94590

The School Liaison shall ensure that (42 § U.S.C. 11432(g)(6)):

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in and have a full and equal opportunity to succeed at Caliber Schools.
- Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
- Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- Charter School personnel providing services receive professional development and other support.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually. This complete Policy is also located within the within the Caliber School's Student Services Policy Manual which is available at the School office and online.

IMMUNIZATIONS AND PHYSICAL EXAMINATIONS

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, Caliber Schools follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a

communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), <u>in addition to</u> the 7th grade requirements for Tdap and two (2) doses of Varicella.</p>

All students are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in Caliber Schools may file annually with the School Leader of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

NONDISCRIMINATION STATEMENT

Caliber Schools brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. Caliber Schools is not only obligated to uphold the law concerning

equal opportunity but regards the spirit of these laws to be the very core of its values. Caliber Schools wishes to stress that it is the responsibility of every member of the Caliber Schools community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the Caliber Schools community to actively promote appropriate school and workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated.

Caliber Schools does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Caliber Schools adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

Caliber Schools is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title IV, VI, and VII (race, color, or national origin), The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Rachael Weingarten or Asha Canady, SCHOOL LEADERS
Caliber: ChangeMakers
500 Oregon Street Vallejo CA 94590
Phone Number: (707) 563-9827

ORAL HEALTH ASSESSMENT

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Caliber Schools receives a request for access. Parents or eligible students should submit to the School Leader or designee a written request that identifies the records they wish to inspect. The Charter School official will make

arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School School Leader or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the School Leader must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School board. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address

4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Front Office at: cortega@calibercma.org. A copy of the complete Educational Records and Student Information Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

SECTION 504

Caliber Schools 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 subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Leader. A copy of the Charter School's Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education Under Section 504 is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

TEACHER QUALIFICATION INFORMATION

Any parent may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

SEXUAL HEALTH EDUCATION

A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks may be administered to 7th and 8th grade students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey ("opt-out"). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

UNIFORM COMPLAINT PROCEDURE

Caliber Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. 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/citizenship, 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.
2. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: 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 of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. 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.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred. Complaints that fall under the UCP, including complaints of noncompliance with laws relating to pupil fees, must be filed in writing with the below Compliance Officer. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Rachael Weingarten or Asha Canady, 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
3260 Blume Drive, Suite 120, Richmond 94806
Phone Number: 510-640-4407

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the Charter School's procedures. The final written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the School's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the final written Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Charter School's Decision, and 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.

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.

A copy of the UCP policy and complaint procedures is available free of charge in the Main Office within the Caliber School's Student Services Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

AVAILABILITY OF HEALTH INSURANCE

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

Caliber Schools shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

SURVEYS ABOUT PERSONAL BELIEFS

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

EDUCATION OF FOSTER CHILDREN AND MOBILE YOUTH

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Education of Foster Youth Policy is available within the Caliber School's Student Services Policy Manual which is available at the School office and online.

ENGLISH LEARNERS

Caliber Schools is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

MENTAL HEALTH SERVICES

Caliber Schools recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

[Available on Campus:](#)

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Leader to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Front Office Team.

Available in the Community and Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

HUMAN TRAFFICKING PREVENTION

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

SCHOOL BUS AND PASSENGER SAFETY

Upon registration, Caliber Schools is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, the Charter School must also provide safety instruction to all students in kindergarten through eighth (8th) grade who receive home-to-school transportation. A copy of the complete Transportation Safety Policy is available upon request at the main office and within the Caliber School's Student Services Policy Manual.

PREGNANT AND PARENTING STUDENTS

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Rachael Weingarten or Asha Canady, SCHOOL LEADER
Caliber: ChangeMakers
500 Oregon Street Vallejo CA 94590
Phone Number: (707) 563-9827

A copy of the UCP is available within the Caliber School's Student Services Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

ANIMAL DISSECTIONS

Students at the Charter School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

PARENT AND FAMILY INVOLVEMENT POLICY

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Parent and Family Involvement Policy is available upon request in the main office.

TOBACCO-FREE SCHOOLS

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and

nicotine products constitute a serious public health hazard and are inconsistent with the goals of all Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The School Leader or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

CALIFORNIA HEALTHY KIDS SURVEY

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five and seven[whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, and the student's grades will be released.

Appendix B: Family Resources

Welcome to Caliber: ChangeMakers Academy! Caliber Schools is committed to helping students and families succeed. We are here to work together to provide not only an excellent education for our students, but a caring and nurturing school community. The challenges of parenting seem to increase daily. We want to partner with you to support your child on their path to college.

The following pages contain information regarding support services, general information for families, and tips for making a smooth transition into the school year. We are so excited to begin the school journey with you and we hope you are too!

At times families need extra support. Please feel free to contact Mrs. Balaguru at sbalaguru@caliberema.org if you or a loved one need help. For County Resources on housing, food, employment etc: Please see Solano County services: <http://solanocounty.com/depts/hss/default.asp>

BACK TO SCHOOL TIME

Change may be good, but it's not necessarily easy. Switching from the laid-back fun in the sun of summer to rules, homework, and routines can be a big jump for parents/guardians and children alike. But with a little preparation and the right attitude, it doesn't have to be so hard. It's normal for a child to have a little flutter of anxiety about going back to school, after all, they're getting themselves ready for a lot of newness: a teacher, classmates, tasks, and challenges.

Students may have trouble sleeping at the start of the school year, but that's nothing to worry about. More uncomfortable symptoms might include continued trouble sleeping, decreased appetite, or irritability. Severe cases can involve tears, tantrums, and even refusing to go to school. Parents/guardians can help children adjust by role-playing school with stuffed animals, driving the bus route, and visiting the playground and the classroom before the first day of school.

STAY POSITIVE

A parent's attitude has a strong influence on how children view the beginning of school. Children pick up on their parents' feelings, react to them, and often magnify them. Sending them the message that they can do it is powerful. Be open to discussing your own previous school anxieties to help normalize your child's emotions. Emphasize to your children that anxiety doesn't have to be a stop signal; it is just the minds and body's way of getting ready to try something new.

CREATE ROUTINES

Establishing daily routines at home at the start of the school year (or even before) can also help children adjust. Doing this directly benefits their work in the classroom, where their day is full of routines, "Routines need to be modeled to kids no matter what age. They need to be shown what to do, not told what to do." "And parents need to let their kids know their expectations daily."

Creating a checklist or flowchart helps children get organized and stay on schedule. "It helps ease anxiety with rushing to get out the door. To ease the morning stress, try creating a laminated checklist that hangs on the refrigerator and reads, for example, "Get dressed. Eat breakfast. Take vitamin. Brush teeth. Get backpack." Children can check these off as they do the tasks. These tasks help children feel in charge and responsible of their school preparation and supplies.

For the afternoon, consider scheduling a routine for homework, snacks, and extracurricular activities. Have your children help create the schedule to encourage buy in. At night, when setting bedtimes, keep in mind that children between the ages of 5 and 12 need 10 to 11 hours of sleep. Setting an early bedtime at the beginning of the school year may not work as well for older children who can handle being up later. Expect children to be exhausted the first two weeks of school and plan time in the afternoons to just relax.

ESTABLISH FUN TRADITIONS

Because attitude matters, if you're excited for school to start, your children will follow your lead. Having an annual ritual can help ring in the new school year and can be a treasured tradition for years to come. For example, share a treat and talk about joys and concerns for the upcoming year.

Spending time just hanging out with your children before the start of the school year helps with transition. A parent/guardian's simple presence is comforting and soothing to children and gives them the opportunity to talk if they want to.

Once school starts, of course parents want to hear all about it, but it's important to follow your child's lead. Some children are chatty and want to discuss every detail. Others will feel overwhelmed with too many questions. They may need to relax first and talk later, or they may only tell you about bits and pieces of their day. Either way, it's fine.

TIPS FOR TRANSITION TO A NEW SCHOOL

Changing schools can be a tough adjustment for any kid, especially for an older child leaving behind friends. Here are some ways you can make the transition easier for your child.

Start Early

- Attend your student's back to school night.
- Attend social events arranged by Caliber Schools prior to the start of the year to allow new friendships to begin.
- Don't overwhelm or push your child into meeting new friends. Just let him/her know you're there to help if she/he wants you to.

Work With the School

- If your child has any special needs, such as a learning disability, work with Caliber Schools as far in advance as possible to determine placement and to line up services.
- If your child has a history of struggling in school, work with the School Leader ahead of time to line up support, even if your child does not currently have an individualized education program.
- Check out the curriculum at your new school. If your child has not learned some of the material she/he is expected to know, make arrangements to fill in the gaps.
- Talk to your child about differences at the new school, such as a different schedule or classroom configuration.

Be Positive

- Talk about all the things the new school has to offer such as computer coding and hands-on science.
- Remind your child often that new friends don't replace old ones. Make arrangements for your child to visit her old friends if possible. If your child is old enough, help her/him connect with friends online, under your supervision.
- If your child is reluctant about making new friends, consider counseling.
- Give your child time to adjust to the new school.

Get Involved

- Join the parent organization.
- Make friends with other parents, but don't expect your child to automatically become friends with their children.
- Give yourself time. It can be hard, especially if the school leader has a different leadership style than at your child's former school or if your child is struggling academically or socially. Even if your child adjusts beautifully, he/she may still miss the old school.

Making the leap from one school to another is tough, even for an effervescent child who has always done well in school. If you have multiple kids or older children, or your kids have never switched schools before, the move can be downright hard. But it's important to focus on the good that is coming from the move. Let your family know that the change has the potential to be great for everybody.

IMPROVE LITERACY

It's widely known that parents who are actively involved in their child's reading activities can significantly increase their child's literacy.

Here are eight simple strategies you can use to encourage good literacy in your young student, which can greatly help him become a more advanced and comprehensive reader.

- Model reading. Let your child see you read, often. Reading books, newspapers, directions, recipes, maps, etc. subtly reinforces the necessity of good reading in everyday life.
- When reading together, help him/her distinguish clearly between fiction and nonfiction.
- Before reading to him/her, take a "picture walk" through the book and have her predict what that page might be about.

- When reading to him/her, stop and ask questions to check comprehension.
- Help him/her visualize. After reading a story, ask him/her to close her eyes and make a picture in their mind about the best part of the story, or her favorite character, etc. Then let him/her describe that to you. This helps make reading more “three-dimensional.”
- Help him/her make a “self-to-text” connection. For example, if the story has a character that was brave you might ask him to tell you about a time that he felt brave. Then say, “So you really know how that character was feeling!”
- After reading a story together, ask him/her to think of a different ending for the story. This helps make the story more personal and memorable.
- Make a reading-to-writing connection. Have her use a notebook to keep a reading journal. On the top of a page have her write, or write for her, the name of the book, author, and date read. Then help him/her write a brief synopsis of the story. It’s always fun for a child to go back and see how much they have read!

PARENT INVOLVEMENT IN SCHOOL

What if you could help your child enjoy school more, get better grades, and reduce behavior problems at the same time? Reams of research has shown that regardless of parents’ income and educational background, their involvement in education helps their kids do better in and out of school.

Parent involvement can be as simple as helping with math homework or reading a book together at bedtime. Going to parent-teacher conferences is important but taking the family to the school spaghetti supper makes a difference, too. More involvement is better, but you don’t have to be president of the SSC or run the school carnival. As long as your actions show that you value education, your child is likely to respond.

Here are 5 reasons you should get involved in your child’s education (though there are many more than just these):

1. Higher grades. Kids whose parents are involved in their education get better grades and have higher test scores. And the more parents are involved, the more their children seem to benefit. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math.
2. Better behavior. Kids develop better social skills and show improved behavior when their parents are involved at school. Studies have also shown that kids are less likely to skip school, less disruptive in class, and more likely to do their homework when their parents are involved. One study showed that when dads are highly involved in schools, their children enjoy school more and are less likely to be suspended, expelled, or required to repeat a grade.
3. Improved education. Research shows that parent involvement can help improve the quality of schools, raise teacher morale, and improve a school’s reputation in the community. Involved parents gain the respect of teachers; as a result, teachers have higher expectations of their children. Involvement pays off in the long term, too: Children stay in school longer and are more likely to continue their education after high school.
4. Increased confidence. When students feel supported at home and school, they develop more positive attitudes about school, have more self-confidence, and place a higher priority on academic achievement. Children of involved parents are more likely to feel that they’re accepted, included, and respected and at school.
5. Parents benefit, too. When parents become involved in their children’s education, they become more comfortable in the school building, gain confidence in their parenting skills, and feel more capable of helping their children learn. They’re also more likely to continue their own education.

Involvement is easy. You don't have to log hundreds of volunteer hours for your child to benefit. Even if you can only volunteer a few hours a year, every little bit counts. If you're ready to do more, the school office and parent-teacher group can help you find ways to get involved that fit both your schedule and your interests.

<http://www.schoolfamily.com/>; <http://www.parenting.org/>; Parents/Guardians and Students:

Appendix C: Student Use of Technology Policy

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, misuse, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
 - a. Playing games or online gaming other than with the permission of a teacher or authorized charter school staff person.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of school policy, local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Participating in political activities.
 - h. Conducting for-profit business.

- i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
 6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
 7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
 8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with applicable laws.
 9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of the parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print): _____ Grade: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

Appendix D: Commitment to the Caliber: ChangeMakers Academy Compact

We commit to a partnership between teachers, families, and students to provide the best possible education for our students. In order to achieve our very ambitious goals, we must work together.

Caliber: ChangeMakers Academy's Commitment

1. **Personalized Learning Plan** – Caliber will work with each student and family to create a personalized learning plan based on Caliber's definition of the content and skills that are necessary to participate in competitive colleges, careers, and communities in accordance with "what it means to be an educated person in the 21st century" (this is discussed more fully in the school's Charter). Based on this plan, Caliber will offer students learning opportunities that will engage them and prepare them to demonstrate competency in a particular area.
2. **Curriculum** – Caliber: ChangeMakers Academy ("Caliber" or "CMA") will offer a college-preparatory Kindergarten thru Eighth-Grade curriculum in accordance with the approved Charter. Caliber will carefully prepare all curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for the student population. Caliber's curriculum will be aligned with the Common Core Standards and California standards (www.corestandards.gov). Caliber will use curricular materials that are determined to be successful based on current, relevant research and used in other high-performing urban schools. Curricular materials will be provide a grade-level and age-appropriate curriculum that provides the information to prepare all students to succeed in the 21st century.
3. **Instruction** – Caliber will provide at least the minimum number of instructional minutes of classroom instruction required under state law. Caliber teachers will use a combination of personalized, blended learning (for English Language Arts and Math) and project-based learning (for other subjects). Instructors at Caliber use an approach that is both rigorous and flexible, and personalized yet social. Caliber teachers will rely on evidence to continually improve their teaching methods. Caliber will provide appropriate support for developing teachers' ability to plan with and implement the curriculum within the constraints of the CMA school model.
4. **Communication** – Teachers and administrators at Caliber will provide consistent means of communication between parents and teachers through email, online systems and annual parent-teacher conferences. Caliber teachers will provide regular reports on student progress and Caliber teachers and administrators will be available to respond to parents' inquiries and concerns. They will respond to any such parent inquiries or concerns in a timely manner, typically within 3 school days.
5. **Visitation** – Caliber allows parents to volunteer at school functions and participate in their child's class. To volunteer with Caliber, parents must provide a valid photograph identification, a negative TB test (within the last 3 years) and pass a criminal background check (fingerprinting).

The Family's Commitment

1. **Timeliness/Attendance** – I understand that every school day is important and that it is my responsibility to get my child to school every day on time and pick my child up on time. I will have a backup plan in case my normal mode of transportation is hindered in some way. If my child needs to miss school, I will contact the school. I will also try not to schedule appointments during school hours and I will not schedule family vacations during school time.
2. **Support & Homework** – I will always help my child in the best way I know how, and I will do whatever it takes for my child to learn. I will provide a quiet space for my child to study and I will check my child's homework every night. My child will complete his or her homework every day. If my child needs additional assistance completing homework or requires additional support, I will communicate with my child's teacher or encourage him/her to do so.
3. **Independent Reading** – I will insist that my child reads or is read to every night (including the weekend), and I will make sure the reading log is signed every day.
4. **Communication** – I will make myself available to my child and all of his/her teachers. I will return phone calls from school staff in a timely fashion. I understand that if my child is struggling academically or behaviorally, I may receive

frequent phone calls from the school so that these behaviors can be addressed as soon as possible. If I am asked to attend a meeting regarding my child's education or behavior, I will be there. I will read all newsletters and papers sent home by the school, and I will return all necessary information immediately. I understand that maintaining a positive, calm working relationship with school employees at all times is best for my child. We will assume best intentions and will avoid jumping to conclusions.

5. **Uniform** – I will send my child to school every day in a clean uniform.

6. **Caliber Schools Pillars & Values** – I understand CMA's pillars & values, and I will make sure that my child learns them. I also understand that my child may have consequences if there was harm done to an individual or classroom community. I will support the school in its Restorative Practices by being present at meetings that are requested.

7. **Parental Involvement** – I will try to the very best of my ability to attend all required events.

8. **Special Learning Needs** – If my child has an Individual Education Plan ("IEP"), I understand that it is required that I meet with the program specialist in the first 30 days of school of enrolling for the first time, so that my child can begin his/her school year with all the needed services recommended on the IEP. I understand that a failure to provide new or updated information to Caliber Schools could result in a delay in my child receiving his or her services and may impact my child's progress in school.

9. **Promotion** – I will play an active role in working with my child and his or her teacher to ensure his or her promotion. I understand that my child's promotion to the next grade is not guaranteed each year.

10. **Instructional & Social Emotional Learning Program** – I will do my best to support the educational and Social Emotional Learning program of the school and the policies spelled out in the Family Handbook. I understand that my child will receive small group, whole group, and supplemental instruction and, at times, have projects or presentations that he or she may need to complete at home.

The Student's Commitment

1. **My Best Effort** – I understand that my education is important, and I will always work, think, and behave in the best way I know how and do whatever it takes for my fellow students and me to learn. I will be brave and take on challenges as they come. I will set goals for myself and strive to reach these goals.

2. **Attendance and Timeliness** – I will come to school every day on time.

3. **Uniform** – I will wear my uniform properly every day and follow the school dress code. I understand that if I do not follow the dress code, I will be asked to change or may have inappropriate items confiscated.

4. **Homework** – I will complete all of my homework and reading every night. I will not offer excuses. I will seek the help I need to complete all my homework in a top-quality manner.

5. **Communication** – I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents about any concerns they might have.

6. **Responsibility** – If I make a mistake, I will tell the truth and accept responsibility for my actions.

7. **Caliber Schools Pillars & Values** – Each day, I will live our Pillars: HEART, SMART, THINK, ACT. I will learn and practice our school values. I will follow all expectations so that our school is safe and to make sure that everyone has a chance to learn.

Student Name: _____

Student Signature: _____

Guardian Name: _____

Guardian Signature: _____

School Official Signature: _____

Appendix E: Social Emotional Learning Consent Form

In order to learn more about our students' needs, Caliber Schools will be taking part in a national research-practice collaborative that will help inform how to best support students in our school. We will be administering a survey in which teachers will be reporting on students' social and emotional competencies. The teacher will be making observations and reporting on:

- Self-Awareness
- Self-Efficacy
- Growth Mindset
- Self-Regulation
- Perseverance
- Curiosity
- Social Awareness
- Social Competence

This survey is strictly for the purpose of gathering data. This means, this will not affect your student's grade or performance at school. Teachers will respond to statements like "Finished whatever he/she began" by using a scale that ranges from "Never True" to "Always True." It will give us valuable information and data about how to continue strengthening the support of our students' social-emotional development, as that is one of our school priorities.

Please fill out the information below and return to Dr. Soundhari via your classroom teacher, so that your student can participate in the survey.

If you wish for your student's teacher to take part in this study (on behalf of your child), please fill out the information below and return to your classroom teacher.

- ***I do want my student to participate in the survey.***
- ***I do NOT want my student to participate in the survey.***

Student Name: _____

School Name: _____

Teacher Name: _____

Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Appendix F: Complete and Full Board Policies - Annual Notices

Staff/Student Interaction Policy

(From Staff Handbook)

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.

Youth Suicide Prevention Policy

Policy No: __ No: 10 _____

Adopted/Ratified: April 26, 2017

Revision Date: June 17, 2020

The Governing Board of Caliber Schools (“Charter School” or “Caliber Schools”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Caliber Schools and community stakeholders, Caliber Schools school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Caliber Schools’ strategies for suicide prevention and intervention. Caliber Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Caliber Schools shall appoint an individual (or team) to serve as the suicide prevention point of contact (See section E below) for each Charter School campus. The suicide prevention point of contact for Caliber Schools and the School Leader shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

Caliber Schools, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>; and
 - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care; and/or
 - Youth who have suffered traumatic experiences.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - Charter School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Caliber Schools guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Caliber Schools guidelines;
 - Procedures Caliber Schools approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - Caliber Schools approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);

- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide; and/or
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services

Employees of Caliber Schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Youth Suicide Prevention Policy shall be easily accessible and prominently displayed on the Caliber Schools Web page and included in the Caliber Schools Family Handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors.
 - How to talk with a student about thoughts of suicide.
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Caliber Schools along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Caliber Schools and is characterized by caring staff and harmonious interrelationships among students.

Caliber Schools' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Caliber Schools' instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Caliber Schools' suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Caliber Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. Intervention and Emergency Procedures

Caliber Schools designates the following administrators at each campus to act as the primary and secondary suicide prevention liaisons:

- Primary Liaison: School Psychologist
- Secondary Liaison(s): School Leader and SEL Leads

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Leader or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Caliber Schools or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred.
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - Moving all other students out of the immediate area.
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, Caliber Schools shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Caliber Schools may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Caliber Schools.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Caliber Schools campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Caliber Schools' safety plan. After consultation with the School Leader or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Leader or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Caliber Schools staff may receive assistance from Caliber Schools counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Caliber Schools campus and unrelated to school activities, the School Leader or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Caliber Schools to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Caliber Schools activities to notify a teacher, the School Leader, another Caliber Schools administrator, psychologist, Caliber Schools counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Caliber Schools staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Caliber Schools shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Leader to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response; and
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about the suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration); and

- Share information that is relevant and that which the Charter School has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students; and
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed; and
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. Caliber Schools will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

Caliber Public Schools

Suspension/Expulsion Policy

Policy No: __No. 05____

Adopted/Ratified: _____

Revision Date: June 17, 2020

Introduction

Policy

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 Public Schools (the “Charter School” or “Caliber”). In creating this policy, Caliber Public Schools has reviewed Education Code Section 48900 *et seq.*, which

describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing the those suspensions and expulsions, in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* Caliber Public Schools is committed to annual review of policies and procedures surrounding suspensions, expulsions, involuntary removal, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

This policy and its procedures will be printed and distributed annually as part of the Family Handbook at each school operated by the Charter School 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 this policy and procedures are available on request at the Charter 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, expulsion and involuntary removal.

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 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 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 Public Schools will follow all applicable federal and state laws including but not limited to applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Caliber Public 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 (5) 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 the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, Caliber shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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 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 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “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 policy, “hazing” does not include athletic events or school-sanctioned events.
- p) 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 policy, "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.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 8, inclusive.

r) 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 provision shall apply to pupils in any of grades 4 to 8, inclusive.

s) 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 provision shall apply to pupils in any of grades 4 to 8, inclusive.

t) 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 Public 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.

c) An act of cyber sexual bullying.

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

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

u) 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).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Leaders or designee's concurrence.

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

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

b) Brandishing a knife at another person

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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, 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “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 policy, “hazing” does not include athletic events or school-sanctioned events.

p) 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 policy, “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.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 8, inclusive.

r) 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 provision shall apply to pupils in any of grades 4 to 8, inclusive.

s) 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 8, inclusive.

t) 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 the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, 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.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, “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 policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) 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).
 - v) Possessed, sold, or otherwise furnished any knife or other object of no reasonable use to the student 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 Leaders’ or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leaders' or designee's concurrence.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

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 Leaders or the School Leaders' designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leaders or designee.

The conference may be omitted if the School Leaders 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(c)(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 Leaders 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(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the 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 Leaders 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 parent or guardian, unless the student and the student's parent or guardian fail to attend the conference.

This determination will be made by the School Leaders 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.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 (3) 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

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Leaders or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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 Public 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 Public 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 Public 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 Public Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to Caliber Public 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.

I. Expulsion Decision

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 Board of Directors shall make the final determination regarding the expulsion 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, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also take action to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the pupil to the pupil's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this policy if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing pupil conduct. If the Board revokes the suspension of an expulsion order, the pupil may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order in the same manner to all pupils, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. **Written Notice to Expel**

The School Leaders 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 and student's 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 Public Schools.

The School Leaders 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

K. Disciplinary Records

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

L. 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.

M. 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.

N. 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 Public Schools for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school, district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Leaders or designee and the student and the student's 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 Leaders 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 or admission of the student 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 or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension, Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Caliber Public 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 Public 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 Public 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 Public 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 Public 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 Public 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 Public 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 Public Schools pending the results of the evaluation.

Caliber Public 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.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Policy No: No: 02

Adopted/Ratified: April 26, 2017

Revision Date: June 17, 2020

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Caliber Schools ("Charter School" or "Caliber Schools") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy, and related conditions, and parental status), gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and

atheism), religious affiliation, sexual orientation, marital status, age, medical condition, genetic information or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

ASHA CANADY OR RACHAEL WEINGARTEN, SCHOOL LEADERS

Caliber: ChangeMakers Academy

500 Oregon Street Vallejo CA 94590

Phone Number: (707) 563-9827

ACANADY@CALIBERCMA.ORG

RWEINGARTEN@CALIBERCMA.ORG

Definitions

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 or school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Charter School.

Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinators listed above, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including, but not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

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.
 - 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 individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (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.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school sites, 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 1. 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 the definition of "bullying," above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," 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.

3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” 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.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. 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 definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “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.
4. Notwithstanding the definitions of “bullying” and “electronic act” 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Caliber Schools’ education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Caliber Schools investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs Charter School employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Caliber Schools informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.

Grievance Procedures

1. Scope of Grievance Procedures

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

1. Are written and signed;
2. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
3. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the

date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

ASHA CANADY OR RACHAEL WEINGARTEN, SCHOOL LEADERS

Caliber: ChangeMakers Academy
500 Oregon Street Vallejo CA 94590
Phone Number: (707) 563-9827
ACANADY@CALIBERCMA.ORG
RWEINGARTEN@CALIBERCMA.ORG

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Caliber Schools will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the School Leader, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

Caliber Schools acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as

appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Caliber Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the reporter. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision-maker, will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Caliber Schools, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days and needs to be delayed or extended due to good cause, the Coordinator will inform the complainant and any other relevant parties of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - § A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - § A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - § A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - § A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
 - Charter School may remove a respondent from Caliber Schools' education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - § Provide the parties with advance written notice of:
 - The allegations;

- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process.

- Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

- If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.

- Charter School may dismiss a formal complaint of sexual harassment if:

- § The complainant provides a written withdrawal of the complaint to the Coordinator;

- § The respondent is no longer employed or enrolled at Charter School; or

- § The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - § The allegations in the formal complaint of sexual harassment;
 - § All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - § The findings of facts supporting the determination;
 - § The conclusions about the application of Charter School's code of conduct to the facts;
 - § The decision and rationale for each allegation;
 - § Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - § The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements, or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Caliber Schools or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Caliber Schools in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find Caliber Schools' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Caliber Schools' decision or resolution, submit a written appeal to the President of the Caliber Schools Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- Charter School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Caliber Schools will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Caliber Schools

Title IX, Harassment, Intimidation, Discrimination, & Bullying 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 Schools 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 that 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 the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Appendix A-21

Data Review Protocols



Caliber Driven by Data Action Protocol

Use with any assessment (20-30 min.)

IDENTIFY OPPORTUNITIES + ANALYZE STANDARDS

WHAT: STANDARDS/QUESTIONS	WHAT: DEEP DIVE ANALYSIS
<p>Standard NOT mastered:</p> <p>Selected-response questions NOT mastered: List the question number and the percentage of students who answered correctly.</p> <p>Free-response questions NOT mastered: List rubric section (claim, evidence, reasoning) and the percentage of students who answered correctly.</p>	<p>What misunderstandings are revealed in the responses compared with the exemplar?</p> <p>Across the Assessment: Identify misunderstandings across the entire assessment</p> <p>In selected response questions: Identify misunderstandings in selected-response questions listed to the left.</p> <p>In free response questions: Identify misunderstandings in free-response questions listed to the left.</p> <ul style="list-style-type: none">- Essay - Claim- Essay - Evidence- Essay - Reasoning <p>What gaps in the instruction contributed to these misunderstandings? Compare student work with the exemplar response.</p> <p>What will you do to help students achieve mastery? How will it be measured? Include lesson objectives, setting (whole/small group), and a goal for student achievement after re-teach (e.g. 80% mastery).</p>

Teaching & Learning

**Adapted from Driven by Data 2.0 by Paul Bambrick-Santoyo*

PLAN RETEACH

Based on the analysis above, determine which action plan is needed (complete only ONE of the following tables based on need)

WHOLE GROUP ACTION PLAN (1 WEEK) DATES: _____
<p>What techniques will you use to address the standard(s) listed above?</p> <p>Item # _____</p> <p>Concept: _____</p> <p>Current mastery: _____</p> <p>Target mastery after reteach: _____</p> <p>High-level description of re-teach plan: _____</p> <p>Item # _____</p> <p>Concept: _____</p> <p>Current mastery: _____</p> <p>Target mastery after reteach: _____</p> <p>High-level description of re-teach plan: _____</p>

WHOLE GROUP ACTION PLAN (6 WEEKS)		
Week 1 Dates ____	Week 2 Dates ____	Week 3 Dates ____
Standard(s) for review/re-teach:	Standard(s) for review/re-teach:	Standard(s) for review/re-teach:
Mastery <ul style="list-style-type: none"> - Current: - Target after re-teach: 	Mastery <ul style="list-style-type: none"> - Current: - Target after re-teach: 	Mastery <ul style="list-style-type: none"> - Current: - Target after re-teach:
High-level description of re-teach plan:	High-level description of re-teach plan:	High-level description of re-teach plan:

Teaching & Learning

**Adapted from Driven by Data 2.0 by Paul Bambrick-Santoyo*

New standards taught in-tandem:	New standards taught in-tandem:	New standards taught in-tandem:
Week 4 Dates ____	Week 5 Dates ____	Week 6 Dates ____
Standard(s) for review/re-teach:	Standard(s) for review/re-teach:	Standard(s) for review/re-teach:
Mastery <ul style="list-style-type: none"> - Current: - Target after re-teach: 	Mastery <ul style="list-style-type: none"> - Current: - Target after re-teach: 	Mastery <ul style="list-style-type: none"> - Current: - Target after re-teach:
High-level description of re-teach plan:	High-level description of re-teach plan:	High-level description of re-teach plan:
New standards taught in-tandem:	New standards taught in-tandem:	New standards taught in-tandem:

INDIVIDUAL/SMALL GROUP ACTION PLAN (1 WEEK)		
Standard(s) for targeted small group or individual review/re-teach:	Students to be targeted:	High-level description of re-teach plan:
Standard(s) for targeted small group or individual review/re-teach:	Students to be targeted:	High-level description of re-teach plan:
Standard(s) for targeted small group or individual review/re-teach:	Students to be targeted:	High-level description of re-teach plan:



Caliber Daily Data Dive (D3) Protocol

INTRODUCTION

THE DDI CYCLE

The DDI cycle includes four basic steps: **(1)** Plan, **(2)** Teach and Coach, **(3)** Assess, and **(4)** Analyze. Teachers use DDI in their classrooms every day to teach, assess, analyze, and plan their next step. Coaches use the DDI cycle to help teachers analyze and plan.

THE DAILY DATA DIVE (D3)

What is the Daily Data Dive? The Daily Data Dive (D3) is a tool that includes quick questions to keep daily instruction rooted in the DDI practices of analysis and planning.

When and how can audiences use the D3? Teachers should do the D3 at the close of every lesson or end of every day.

DAILY DATA DIVE (D3)

1. What percent of kids mastered 80% or more of the learning objective?
2. What errors or misconceptions prevented mastery?
3. What knowledge or skill from the standard will you begin to reteach in the next 24 hours?

Teaching & Learning

**Adapted from Driven by Data 2.0 by Paul Bambrick-Santoyo*



Caliber Looking at Free Response Protocol

PREPARE (5 min.)

1. Gather the materials you need to complete this protocol
 - a. Student assessment data disaggregated by standard
 - b. A copy of the assessment + item attributes/tagged standards
 - c. Exemplar free response and corresponding rubric
 - d. 2 high, 2 medium, 2 low graded free response items that are representative of student trends
2. Review the assessment

IDENTIFY OPPORTUNITIES (5 min.)

OPPORTUNITIES
On which Power Standard(s) are students struggling?
Which of these standards is MOST fundamental to improving performance overall?

Teaching & Learning

**Adapted from Driven by Data 2.0 by Paul Bambrick-Santoyo*

ANALYZE STANDARDS + PLAN TO RETEACH (20-40 min.)

For each of the standards you identified as an area of improvement:

1. List the standards identified as areas of improvement from the above.
2. List the items associated with each standard with the lowest student performance.
3. What conceptual error led students to struggle?
 - a. *Examine rubric scores and sample graded student responses.*
4. Write objectives and key points to reteach.
 - a. *What should students do differently next time when they encounter this type of task?*
 - b. *Write your objectives and script out your key point(s) to reteach.*
5. Write notes on the instructional strategies and student practice.
 - a. Take notes on the specific strategies you will use to deliver this re-teaching point.
 - b. Indicate your how instructional strategies and student practice will differ from previous instruction.
 - c. Brainstorm differentiation ideas (plans and students).
 - d. Consider how you will communicate results to students and help them correct misunderstandings.
6. Incorporate your reteach plan into your planning documents.

**Recommended: Repeat this protocol to focus on students who are struggling or who have special needs.*

STANDARD	ITEM #	STUDENT MISUNDERSTANDINGS	OBJECTIVE + KEY POINT(S) TO RETEACH	NOTES ON INSTRUCTIONAL STRATEGIES + STUDENT PRACTICE

Appendix B-1

Operations Scorecard

Healthy School Operations Framework

This assessment tool is designed to help diagnose areas of strength and improvement as it relates to school site operations.

Instructions:
 - EFFECTIVENESS: For each row below, select how we are executing against each expected outcome. See the "Evaluation Scale" tab for details on calibrating ratings.
 - RESPONSIBILITY: Put an "X" for whoever owns this outcome and "C" for whoever supports the owner. Please respond with what happens in reality, not what's on paper. You can select multiple people if necessary.

FUNCTION	EXPECTED OUTCOMES	SPECIFIC METRICS	Effectiveness					Responsibility							
			Unusually Strong	Doing Well	Struggling a bit	Significant Issues	N/A	School Leader	School Ops Lead	Front Office Staff	Meal Staff	Customize Staff	CMO Staff	Owner (e.g. AP)	Unclear
Planning & Budgeting	School leaders rely on the Ops Lead to manage	Based on SL assessment					X								
	The school includes key operations initiatives in its	Operations initiatives are					X								
	The Ops Lead is involved in the school's annual budget	Based on SL assessment					X								
	The Ops Lead (with SSO support) tracks the school's	No "surprises" or hiding of					X								
Family Engagement & Support	The school operates within the Board-approved bottom	End of year bottom line is at or					X								
	Community and parent outreach efforts create high	At the time of the enrollment					X								
	Parent communications are timely, informative, and	Parent satisfaction survey results					X								
	Parents and students report a healthy school culture	Parent and student satisfaction					X								
Facilities & Maintenance	SSC, ELAC, and other parent advisory group meetings	SSC/ELAC member survey results					X								
	Parents report feeling supported by the school's front	Parent satisfaction survey results					X								
	Consistent and joyful building aesthetics promote	Parent and student satisfaction					X								
	The school's culture promotes responsibility and shared	Based on SL assessment					X								
Meals	The Ops Lead regularly does facilities walkthroughs	Documented weekly walk					X								
	Systems and processes for facilities maintenance result	Facility repair tracker. Repairs					X								
	Adequate/suitable space is made available for	Based on SL assessment					X								
	The cafeteria serves tasty food that students enjoy.	Student satisfaction survey					X								
Field Trips & Events	Meal times run smoothly and efficiently, giving	How to measure this ???					X								
	The cafeteria environment is clean and welcoming.	Health inspections passed.					X								
	Meals are accurately tracked and reported according to	All reports on time.					X								
	The overall meal program cost remains within budget.	\$0 or positive budget variance for					X								
Finance & Purchasing	Caliber provides a robust calendar of field trips and	Based on SL assessment					X								
	The Ops Lead owns all logistics (e.g. transportation,	Based on SL assessment					X								
	Activities and events are scheduled to avoid overlapping	Based on SL assessment					X								
	Activities and events are planned well in advance and	Plan & budget identified at least					X								
Testing & PLPs	Activities and events are well communicated to staff.	School calendar and school leader					X								
	There are clear purchasing processes/systems so that	Based on SL assessment					X								
	All staff understand and adhere to Caliber's financial	No material deviations identified					X								
	Ops Leads are savvy purchasers so as to maximize the	Based on SL assessment					X								
Technology	The school maintains healthy and productive vendor	Based on SL assessment.					X								
	All payments, credit card bills, and bank accounts are	All activity reconciled within 10					X								
	Testing windows are planned in advance to align with	Annual calendar defined before					X								
	Students, and staff are aware of and prepared for	How to measure this ???					X								
Student Records & Reporting	All tests are completed and results reported to the State	All reports on time.					X								
	Reclassification processes are carried out in a timely	All activities on time.					X								
	PLPs are produced and distributed to families (in their	PLPs distributed to families ahead					X								
	Student technology (hardware, software, and accounts)	Based on SL assessment					X								
Safety & Emergency Planning	Staff and students are trained to use technology	Training (staff PD, CIPA, etc.)					X								
	Shared infrastructure (Wifi, phones, copiers, printers,	Zero downtime					X								
	Tech staff are responsive and supportive of students	Staff survey (?)					X								
	The technology procurement, deployment, and	No identified deficiencies					X								
Staff Support & HR	Electronic and physical student records are complete,	No identified gaps, inaccuracies					X								
	Basic data reports (such as student attendance by	Based on SL assessment					X								
	The Ops team supports the academic staff in the	Based on SL assessment					X								
	All state reports (e.g., CALPADS, attendance, etc.) are	All reports on time.					X								
Caliber provides a safe environment for students and staff.	Student records are kept appropriately confidential and	No identified breaches or audit					X								
	The school has a comprehensive school safety plan and	Plan exists.					X								
	There are adequate access controls, fencing and gates,	Based on SL assessment					X								
	Emergency drills and inspections are scheduled and	Drilled scheduled before school					X								
HR systems provide the support that staff need to remain focused on their key work priorities.	Arrival and dismissal procedures are developed, clearly	Based on SL assessment					X								
	Parent and staff emergency contact information is kept	100% of students & staff have					X								
	New staff are provided on-boarding and orientation so	Beginning of year PD.					X								
	Staff receive the technology, supplies, and materials	Based on staff survey					X								
	All staff are paid accurately and on time.	No lapses or gaps					X								
	All staff understand and adhere to Caliber's employee	No material deviations identified					X								
	School staff have complete, current, and accurate	No identified gaps, inaccuracies					X								

CaliberSchools				
	Evaluation Rubric			
	"Grade"	Description	How to Think About It	Healthy %
	1 : Unusually Strong	Demonstrating all attributes / behaviors and success indicators and doing so above a role-appropriate level. Identified as performing "above & beyond" on a meaningful number of dimensions.	Think "A+ grade" Highly desirable, but rare ... Don't expect to be here all the time	10%
	2 : Doing Well	Demonstrating 90%+ of the expected attributes / behaviors and success indicators at a role-appropriate level. No significant weaknesses / gaps identified.	Think "A's & B's" Also desirable Most people here most of the time	70-80%
	3 : Struggling A Bit	Meeting many of the expected attributes / behaviors and success indicators, but missing more than 10% of them &/or doing so at below a role-appropriate level.	Not ideal, but not catastrophic (yet) Needs improvement over time Hope for < 20% here	10-20%
	4 : Significant Issues	Failing to demonstrate a meaningful number of attributes / behaviors or success indicators (> 25%) &/or working well below a role-appropriate level.		0%

Appendix B-2

Family Survey Items



Family Survey Items

Section 1: General Questions (1-5 scale Agree / Disagree)

Overall, I am satisfied with Caliber.

I would recommend Caliber to other families.

Which of the following ways do you use most to get information about the school/ district?
(open-ended)

What would be the best way for the school/ district to stay in communication with you?
(open-ended)

Section 2: Perceptions of School (1-5 scale Most / Least)

In this section, we would like to learn more about your perceptions of your child and your child's interactions with his/her school.

1. What can the school do to help your child engage in learning activities more productively at home? (open-ended)
2. How much of a sense of belonging does your child feel at his/her school?
3. How well do you feel your child's school is preparing him/her for his/her next academic year?
4. How well do the activities offered at your child's school match his/her interests?
5. At your child's school, how well does the overall approach to discipline work for your child?
6. How comfortable is your child asking for help from school adults?
7. Given your child's cultural background, how good a fit is his/her school?
8. How well do the teaching styles of your child's teachers match your child's learning style?

Section 3: School Environment (1-5 scale Most / Least)

In this section, we would like to learn more about your perceptions of the overall climate at your child's school.

9. To what extent do you think that children enjoy going to your child's school?
10. How motivating are the classroom lessons at your child's school?
11. How fair or unfair is the school's system of evaluating children?
12. How much does the school value the diversity of children's backgrounds?
13. How well do administrators at your child's school create a school environment that helps children learn?
14. Overall, how much respect do you think the children at your child's school have for the staff?
15. Overall, how much respect do you think the teachers at your child's school have for the children?
16. What 1-2 steps could your school take to improve the social climate of the school for students?

Section 4: Barriers to Engagement (1-5 Scale Most/ Least)

How big of a problem are the following issues for becoming involved with your child's current school?

17. Childcare needs?
18. Transportation-related challenges?
19. Concerns about getting to school safely?
20. How busy your schedule is?
21. School staff seem too busy?
22. You feel unsure about how to communicate with the school?
23. The school providing not enough information about involvement opportunities?
24. The school is unwelcoming to parents?
25. The school does not communicate well with people from your culture?
26. You do not feel a sense of belonging with your child's school community?
27. If you were in charge of the school, how would you try to engage more parents from your community?

Appendix D-1

Caliber 501c3 Approval

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.

Appendix D-2

Articles of Incorporation

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

88931556

3508785

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

FILED 6/9/2019
Secretary of State
State of California

JUL 30 2019

100

The undersigned hereby certifies that

1. That the President and Secretary respectively of Caliber Schools, a California corporation, have duly signed and acknowledged 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]
Secretary

DATE: June 30, 2019

[Signature]
Not Public Secretary

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:

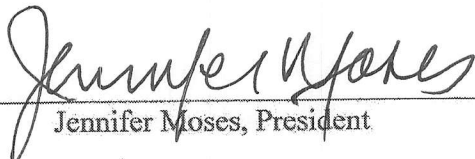
The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, 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

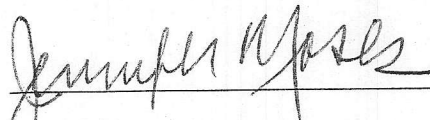
Zip Code: 94123

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.

Appendix D-3

Caliber Bylaws

**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

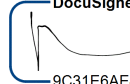
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

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

Appendix D-4

Conflict of Interest Code

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
Caliber Beta Academy	
Caliber Change Makers Academy	
Any Future Schools that Caliber Public Schools Opens in California	
Chief Schools Officer	1,2,3
Chief Operating Officer	1,2,3
Head of Talent	2
Operations Leads	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 conflict-of-interest code because they must file under Government Code Section 87200 and, therefore, 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.

This is the last page of the conflict of interest code for the **Caliber Public Schools**.



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Caliber Public Schools** was approved on 4/26/ 2021. This code will become effective on 5/26/ 2021.

A large, stylized handwritten signature in black ink, appearing to read 'J. Feser', written over a horizontal line.

John M. Feser, Jr.

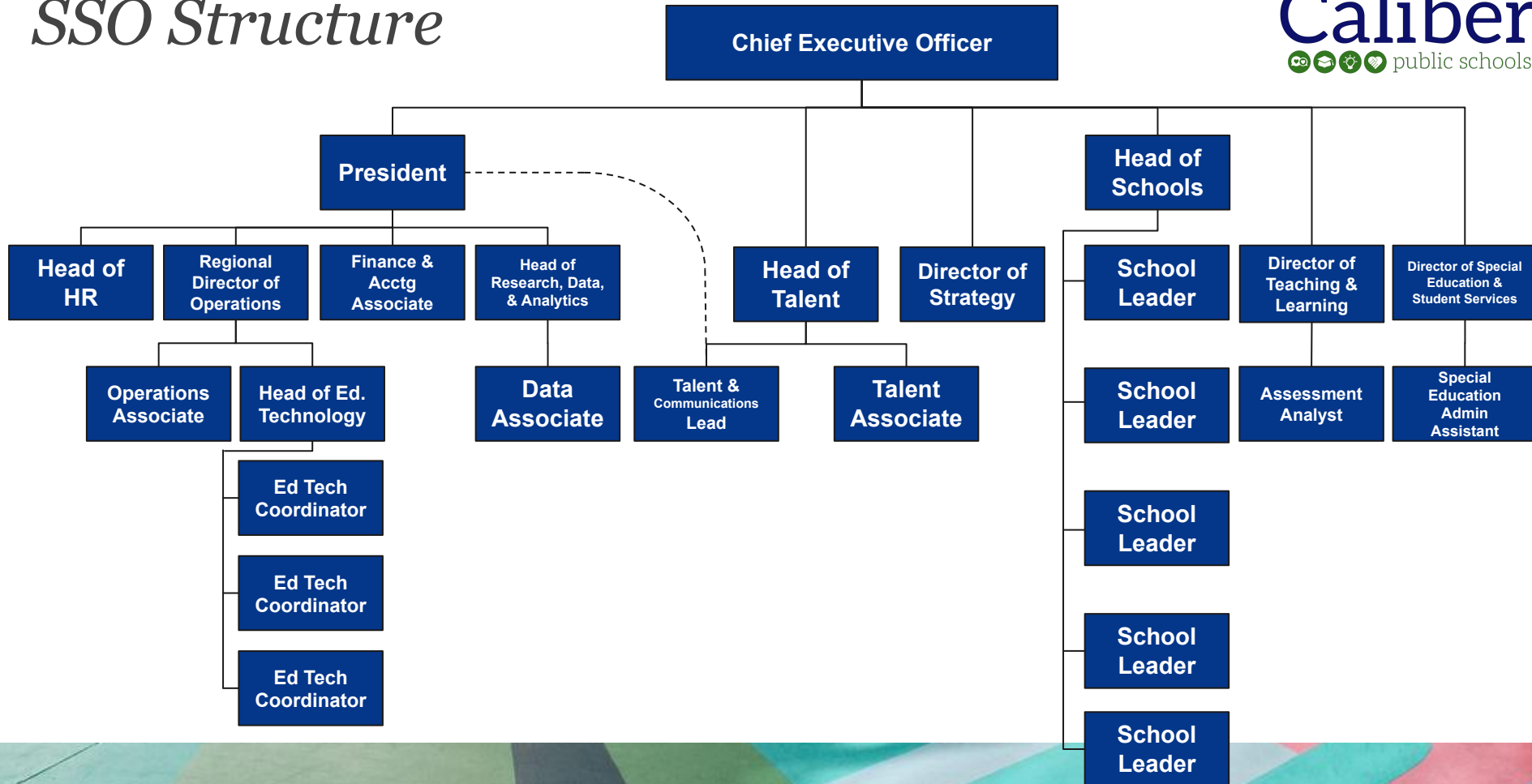
Senior Commission Counsel

Fair Political Practices Commission

Appendix D-5

SSO Organizational Chart

SSO Structure



Appendix D-6

SSO Staff Job Descriptions



Chief Executive Officer

Job Description + Responsibilities

The Opportunity

Caliber Schools is searching for a relentless and experienced Chief Executive Officer. The Chief Executive Officer will support Caliber in moving from its current start-up phase to being an established and high-performing, highly regarded charter network. The CEO will play an integral role in creating access and opportunity for historically marginalized populations of students. They will be a reliable, consistent steward of priorities, engage Caliber's constituent groups around a strategic plan and align human capital and other resources to ensure the faithful execution of the plan. The CEO will represent Caliber to the larger political and fundraising communities and hold the standard for quality and accountability across all aspects of the organization.

Responsibilities

Develop and champion a clear vision and strategy

- Inspire staff, stakeholders and prospective staff, families and funders with the organization's vision, goals, plans, results and success stories
- Work with the board of directors and leadership team to develop a strategic vision, create an implementation plan to accomplish this vision and adapt to internal and external challenges as need

Instructional Planning and Management

- Oversee the planning, implementation and evaluation of the organization's curricula, programs, and services
- Ensure that the curricula, programs and services offered by the school contribute to the organization's mission, vision and strategic priorities
- Monitor the delivery of instruction, programs and services to maintain or improve quality
- Work with the Head of Schools to support and provide feedback to school leaders on the instruction and culture in their buildings

Recruit, Support and retain a diverse and strong team

- Recruit high-performing talent for all levels of the organization
- Promote and model cultural competence
- Build a strong, cohesive culture of openness, transparency, fairness and respect for all employees
- Coach and mentor direct reports, ensuring the clarity and resources they need for success
- Ensure the organization is able to sustain and retain its people

Drive Effective Execution and accountability

- Set clear academic, growth, operational and financial goals
- Implement effective accountability systems to assess and drive progress towards goals, strategic priorities and implementation plans
- Maintain high standards of excellence for employees and schools
- Ensure operations and facilities are safe and support the academic program and maintain legal compliance
- Work with the President to ensure that Caliber has a viable long-term financial plan and over the long-term becomes financially sustainable on public funds, manages resources strategically and has clean audits

Build Strong Partnership with the board of directors

- Engage the board collaboratively and productively and promote rigorous board-management discussion to solve key challenges and realize Caliber's mission
- Communicate information transparently and in a timely manner
- Work with the Board Chair to recruit and train new members

Develop Strong external relationships and presence:

- Nurture existing funder relationships and work with the board on all fundraising efforts
- Develop meaningful partnerships and relationships with key local and national leaders, government officials, school districts, parents and local organizations
- Promote Caliber's brand through presentations, publications and social media presence consistent with Caliber's mission

Qualifications**Experience**

- 5 or more years leadership experience in public education, preferably serving high-poverty students
- C-level experience in a complex organization with a budget of considerable scale and corresponding operational and financial stewardship
- Experience partnering effectively with a board of directors
- Local and national relationships in funding, advocacy, policy and education reform communities
- Excellent written, presentation and interpersonal skills and the ability to inspire and motivate others

Education

- Bachelor's Degree
- Admin credential preferred

TO APPLY

Please go to <http://www.caliberschools.org/careers.html> to apply.

Caliber Public 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.



President

Job Description + Responsibilities

The Opportunity

Caliber Schools President is an experienced manager and leader accountable for the network's developing strategy and business plan, for the delivery of high performing operational services and capacity building required to support Caliber's current scale and expansion into High School, and for the financial sustainability and public compliance of the organization. The President oversees strategy planning for Caliber and leads work to define and deliver on services the School Support Office provides to Caliber Schools. The president will define school-based operational excellence for Caliber and will manage others to ensure the schools achieve such excellence. The president serves as a thought partner to the CEO and manages a team of operations professionals. They work closely with the CEO, the board and network and school leaders to ensure Caliber's successful impact, sustainability and growth.

Responsibilities

Strategic Planning

- Develop, manage and organize planning around Caliber's multi-year, detailed financial model, including position specific annual staffing plans, detailed analysis of each revenue source and critical expense driver, individual school budgets and financial aggregates for the Caliber network
- Support process for developing, refining and executing Caliber's growth to high school, ensuring with this growth we are still able to meet financial, academic and SEL goals.

Operations

- Define operations excellence for Caliber and develop dashboards to manage the School Support Office and school-based operations staff members to results
- Hire, manage, train and develop network operations staff and school operations staff to deliver excellent operations services and supports
- Manage overall quality of operations performance and customer service, analyzing service performance and customer satisfaction data to set and achieve continuous improvement goals
- Oversee staff and strategies for planning, implementation, and support of all technology required for Caliber to achieve its educational and business goals
- Ensure school-based staffing, systems and vendors are in place for transportation and food programs with timely, reliable, safe, on-budget and fully compliant delivery of services

Finance and Accounting

- Ensure Caliber achieves annual and multi-year financial sustainability goals and budget results
- Manage staff who work on finance and accounting pieces to maintain successful financial operations of Caliber's schools and School Support Office in the areas of accounting reporting, banking, budgeting, procurement, compliance and financial planning
- Ensure staff and board have accurate, timely financial information to make resource decisions in the best interest of Caliber and its students and families

- Oversee staff and systems for purchasing, procurement and inventory management, including vendor management and securing administrative supplies, instructional materials, furniture and equipment

Compliance and Grants

- Ensure compliance systems, staffing and tools in place for annual and charter cycles such that Caliber complies with all federal, state and local legal regulatory requirements to ensure no damage to student and staff welfare, financials, ability to operate and grow, or reputation
- Oversee staff managing Caliber's federal and state grants to ensure grants are secured, allocated, budgeted, tracked and in compliance
- Identify new government grant programs as appropriate

Facilities and Real Estate

- Manage Caliber's real estate portfolio, ensuring facility solutions and plans are in place to achieve strategic goals while integrating mission, finance, development and facility perspectives

Legal and Risk Management

- Lead network-wide management of legal affairs, insurance and other risk management strategies

Qualifications

Experience

- At least 5 years of progressively increasing operational management experience and strategic planning for a growing, multi-site organization
- Has experience leading, planning and managing in an entrepreneurial, client-oriented setting
- Possesses excellent management, communication, public relations, customer service and interpersonal skills
- Constantly assesses progress, communicates results clearly and uses data to inform decisions and set ambitious goals

Education

- Bachelor's Degree Required, MBA or Master's degree in a related field preferred

TO APPLY

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Head of Schools

Job Description + Responsibilities

The Opportunity

Caliber Schools is searching for a Head of Schools to provide strategic direction and leadership towards improving student outcomes, to increase leader effectiveness, and to continue to refine the Caliber model as we move into a phase of sustainable success for students. The Head of Schools will oversee schools and school leaders. They will play a role in the continued development of our schools' guiding principles, framework, vision, and growth, as well as the development of the Caliber High School model. The Head of Schools will lead the charge to define our measures of academic success at Caliber by coaching and managing Principals and additional SSO-based staff as appropriate. The Head of Schools will be responsible for designing relevant and engaging professional development and developing sustainable systems and structures at Caliber. Working with stakeholders across both schools, this leader will move Caliber along our path to established excellence. The ideal candidate will take initiative and constantly adapt, driving all decisions from a student-centered approach and a dedication to social-emotional learning and equitable practices. Our Head of Schools will have school leadership experience, instructional and coaching expertise, and an exceptional ability to work across and motivate teams.

Responsibilities

Managing and Developing Staff

- Manage and evaluate Principals at Caliber Public Schools
- Oversee school leadership to integrate the four pillars: Heart, Smart, Think and Act into curriculum, assessment, instruction, and school culture.
- Develop and coordinate professional development for school leaders and school leadership teams to build instructional leadership capacity in areas such as pedagogy, data analysis, intervention, culture building, and coaching and development of teachers.

Defining and Driving our Vision

- Support the implementation of the Caliber Vision over a 3-5 year period: a curriculum aligned to rigorous standards that foster inquiry, college-readiness and further development of our social emotional learning model: best practices, measurement, assessment.
- Maintain quality and alignment of teaching and learning, special education, operations, talent, finance, and communications across schools.

Leading Curriculum and Instruction

- Work collaboratively with the education team and schools to plan and oversee the execution of staff training and professional development. This training will align to our instructional design and teaching methods that are grounded in research and best practice.

- Lead the development and implementation of educational policies, procedures and planning to ensure students' success.
- Work with the education team and school leadership teams to ensure all courses are aligned to previously agreed upon standards and frameworks potentially including CAASPP (SBAC), MAP, Nextgen science standards, CA state standards, and various critical thinking and CS frameworks.

Overseeing Operations and Growth

- Partner with principals to determine staffing and configuration based on year to year growth.
- Work closely with the SSO Operations & Finance staff to improve Caliber's operational systems and practices that enable educators and school leaders to prioritize instructional leadership at their sites.
- Work with the Caliber Senior Leadership Team to develop the Caliber High School model.
- Partner with talent management to provide support in recruiting, identifying, and promoting excellent teachers, administrators, and SSO staff.
- Respond to staff and parent concerns as appropriate in a progressive appeals and grievances process, and advise the CEO on all related matters when necessary.

Qualifications

Experience

- 3-5 years administrative leadership in a K-8 high performing charter school.
- Administrative leadership overseeing academic achievement, curriculum and instruction.
- Teaching experience (K-8) with a proven record of success and impact on student learning and growth.
- Experience integrating and developing Social and Emotional Learning Curricula.
- Experience with Special Education program: evaluations, interventions, compliance.

Skills

- Outstanding organizational skills and high attention to detail.
- Outstanding written and oral communication skills.
- Manages multiple priorities simultaneously to accomplish urgent and important needs.
- Highly collaborative and team-oriented.
- Proactive problem solver who demonstrates initiative.

Mindsets

- Strong work ethic coupled with an enthusiastic and passionate approach to this work.
- Unwavering belief that all children can learn; 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 for an innovative new model.
- Intellectual curiosity.

Education

- Bachelor's Degree
- Admin credential preferred

TO APPLY

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Senior Managing Director of Teaching & Learning

Job Description + Responsibilities

The Opportunity

Caliber Schools is searching for a *Senior Managing Director of Teaching & Learning* to join our School Support Organization (SSO). The *Senior Managing Director of Teaching & Learning* will be the first to serve in this new position. Reporting to the Chief Executive Officer, and working closely with our Head of Schools and School Leadership teams, the *Senior Managing Director of Teaching & Learning* will be responsible for building out relevant and engaging TK-8 curriculum and assessments to support the Caliber model. The *Senior Managing Director of Teaching & Learning* will support the implementation of key elements of the Caliber pillars Heart, Smart, Think, and Act as developed by collaborative working groups, and will serve as a member of the School Leader Community of Practice and lead the Instruction Community of Practice among other collaboratives and committees across Caliber's schools.

Responsibilities

Academic Vision and Systems - In close collaboration with network and school-based instructional staff, design a comprehensive instructional model for Caliber Public Schools that is focused on Caliber's mission to achieve educational equity by promoting a culture focused on excellent, equitable teaching and learning

- Observe, diagnose, and establish academic vision and goals for schools, taking ultimate responsibility for academic alignment at all levels, ensuring instructional quality and academic performance across the network
- Demonstrate expertise in instructional research that informs curricula choices and instructional practices, providing curricular recommendations in all content areas including: ELA, Foundational Skills, Mathematics, Science, Social Studies, Computer Science, and English Language Development
- Design and Lead Caliber Network Professional Development (e.g. Network PD Days, Instruction Communities of Practice, Collaboratives, and Committees)

Implementation and Measurement of Teaching and Learning - Successfully deliver an aligned instructional model across Caliber Public Schools

- Develop implementation of the Caliber Schools instructional model and all of its enabling systems, ensuring that the model is implemented to achieve desired student outcomes
- Offer support to School Leaders, including curriculum and assessments, instruction, and continuous improvement
- Coach (but not manage) Assistant Principals and Instructional Coaches in accordance with school needs and School Leader strategic plans

- Make decisions considering contextual factors (e.g., local politics, and community considerations) that may arise; effectively consider trade-offs and their implications; and continually seek input from key stakeholders in decision making
- Regularly observe instruction across campuses, conducting both formal and informal reviews and sharing information with key stakeholders as necessary
- Provide ongoing measurement and improvement of teaching learning in the following areas:
 - Define and monitor key metrics to determine success of Caliber Public Schools' teaching and learning
 - Benchmark Caliber Public Schools against other schools at the district, state, and federal levels
 - Continually improve instructional model and professional development systems to drive improvement
 - Create a data-driven culture in curriculum and instruction
 - Actively contribute to and seek best practices in teaching and learning in K-12

Network Leadership - Serve as a member of the Caliber Public Schools Network leadership team

- Partner with the Head of Schools to ensure the entire organization is leading for learning (e.g. network departments keep schools and students in mind as they are making decisions)
- Collaborate with the Head of Data, Research, and Analytics to package and report on standardized assessment data (e.g. CAASPP, NWEA MAP, ELPAC, etc.) to various internal and external stakeholders
- Collaborate with the Head of Schools and CEO to report academic progress to key stakeholders
- Support the alignment of four Caliber Public Schools (ranging from TK-8) by building strong relationships and coalitions (with students, families, staff, and communities) for the purpose of developing a shared academic vision
- Partner with other networks, schools, and districts to learn best practices and collaborate with other academic leaders
- Lead the Caliber Network Education Team
 - Collaborate with Head of Schools to support school strategic plan alignment with Caliber Network Healthy Schools Framework, Caliber Network Academic Priorities, LCAP, and School Site Strategic Plans
 - Collaborate with Head of Schools and Head of Data, Research, and Analytics to progress monitor Caliber Network Healthy Schools Framework, Caliber Network Academic Priorities, LCAP, and School Site Strategic Plans
 - Collaborate with the CEO, Head of Schools, Director of Special Education, and Assessment and Data Manager to identify professional development opportunities for faculty and staff
- Lead Caliber Network Instructional Data & Assessment
 - Manage the Assessment and Data Manager (ADM)
 - Coach the ADM in alignment of instructional assessments across the Caliber Network
 - Coach the ADM in project management of all instructional assessments across the Caliber Network
 - Coach the ADM in planning, implementation, response to, and reporting of assessments
- Manage Caliber Network Academic Consultants (e.g. Instruction Partners)

Academic Culture - Build a network culture that values joy and rigor, that prioritizes observation and feedback, that drives lessons with data, and results in exceptional achievement gains for children

- Establish and promote a clear vision of educational equity as a guiding principle across all schools, and ensure it is reflected in curriculum, instruction, and program offerings so that our students' identities are affirmed
- Collaborate with schools to develop instructional programs and to implement reform models designed to improve achievement of all students; develop a two-way feedback loop from school sites to the network
- Actively listen to others, understand nuance, and effectively interpret motivations/perceptions and data (both quantitative and qualitative); and integrate feedback from others and additional data points to achieve better results
- Lead Caliber Network Curriculum and Instruction
 - Consult with Network and School-based leadership teams on the implementation of Common Core State Standards, Next Generation Science Standards, and English Language Development Standards
 - Lead network-wide initiatives centered around culturally and linguistically responsive practices, materials, and pedagogy (does not include Socio-Emotional Learning or Restorative Practices)
 - Oversee Caliber Network ELD approaches, progress monitoring to assess fidelity and effectiveness
 - Oversee Caliber Network MTSS approaches, progress monitoring to assess fidelity and effectiveness

Qualifications

Experience

- 3-5 years teaching experience in a high performing public school with exemplary results.
- 1-3 years of experience observing and coaching teachers in a school leadership or network leadership role
- Experience in teacher training/coaching and lesson and unit planning, data analysis and assessment development.
- Experience with restorative behavior practices and social and emotional learning
- Curriculum and instructional development experience and skills using the Common Core State Standards
- Teacher and instructional evaluation experience – developing and implementing systematic informal and formal reviews

Skills

- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Manages multiple priorities simultaneously to accomplish urgent and important needs
- Highly collaborative and team-oriented
- Proactive problem-solver who demonstrates initiative
- Collaboration and supervisory experience to be able consult with school leadership on proven ways to support faculty development with curriculum and instruction
- Ability to consistently prioritize tasks and seek feedback for support

- Proactive problem-solver who can identify possible solutions, and effectively communicate challenges and successes

Education

- Bachelor's Degree Required

TO APPLY

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Managing Director of Special Education & Student Services Job Description + Responsibilities

The Opportunity

The **Director of Special Education** will work through Program Specialists and Education Specialists to ensure all Caliber students receiving Special Education support services meet their goals as outlined in their Individualized Education Plans (IEPs) and otherwise. The Director of Special Education will lead through the four Caliber graduate profile pillars: Heart, Smart, Think, and Act. The Director of Special Education is data-driven, and will leverage both qualitative and quantitative data to ensure Caliber fulfills the commitments and promises to students and families as outlined in the Caliber Schools mission and vision. The Director of Special Education is a high-level manager, and will equitably support the development of all members of Special Education teams across the network.

The Director of Special Education reports to the Chief Executive Officer.

Responsibilities:

- Manage Program Specialists
 - Coach on management strategies and responses
 - Provide feedback on program through data and compliance reporting
 - Support with Special Education content knowledge and skills
 - Build leadership and decision-making capacity
 - Collaborate and thought partner to support the effectiveness of school programs
- Coordinate programs and services
 - Ensure school sites have resources to comprehensively deliver on IEPs
 - Monitor program compliance across schools
 - Create effective systems and communicate efficiently
- Negotiate master contracts
- Along with Chief Operations Officer, manage the budget in accordance with the needs of Caliber students
- Manage 504 Plans
- Support in resolving parent disputes
- Maintain up-to-date knowledge of changes in Special Education programming and policies
- Support school sites in recruiting and hiring Program and Education Specialists
- Manage SELPA
- Manage referral processes for Special Education designations
 - Maintain awareness of student data and record-keeping
 - Support schools in identifying aligned services

Qualifications

Experience:

- Experience working in a school setting with individuals who receive Special Education services.
- Experience managing teams across multiple locations
- Experience with Special Education compliance and law
- A proven track record of improving student achievement, with data documenting improved student outcomes
- Demonstrated success developing school Special Education programs and building strong student culture
- A proven track record of success in managing people and teams, coaching teachers to improve student outcomes, and building a positive and collaborative adult culture

Skills:

- Communicates effectively with others by sharing ideas directly and respectfully while advocating for Special Education needs
- Navigates interpersonal dynamics with teams, colleagues and stakeholders with ease
- Builds strong relationships with an appetite for, and ability to, engage families and community members
- Excels in cultural competency with at-risk students and families
- Manages multiple priorities simultaneously to accomplish urgent and important tasks
- Detail-oriented and highly organized with the ability to see the “big picture”
- Highly collaborative and team-oriented
- Data-driven with ability to interpret and organize data
- Bilingual in Spanish, preferred

Education:

- Bachelor’s Degree
- Valid California Education Specialist Instruction Credential
- Master’s Degree in Special Education or related field highly preferred

TO APPLY

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Regional Director of Operations

Job Description + Responsibilities

The Opportunity

The Regional Director of Operations is responsible for ensuring operational excellence across Caliber's network of schools. They work closely with School Leaders and Caliber's Chief Operating Officer and supervise the Operations Leads and their teams at Caliber's schools. They contribute to the design and development of operational best practices that are implemented across Caliber's schools.

Responsibilities

Direct School Support & Supervision

- Partner with School Leaders in supervising Caliber's school Operations Leads and their teams of school based operations staff to ensure seamless, efficient, and high quality school operations at all of Caliber's schools
- Partner with School Leaders and the Caliber School Support Organization (SSO) leadership team in defining and promoting a high standard of excellence in school operations
- Provide consistent, high quality support, feedback, coaching, and evaluations of school Operations Leads using the Caliber Operations Excellence framework
- Support School Leaders in the development and monitoring of operational portions of their school budgets
- Ensure operational, fiscal, and legal compliance by school and network operations teams.
- Support schools in completing all necessary forms and reports for compliance with state, federal, and philanthropic requirements.
- Act as a point of escalation for school-based operational issues

Regional Operations Leadership

- Lead the development, communication, and ongoing evaluation of Caliber's monthly and annual operations priorities (both at the network and school level)
- Annually review Caliber's operational policies and procedures to ensure compliance with evolving legal requirements
- Lead the strategy and execution of Caliber-wide operations projects (e.g., annual operations planning, state and local authorizer audits, etc.)
- Collaborate with other Caliber Department Heads (e.g., academics, HR, talent, etc.) on Caliber-wide priorities and projects
- Manage key operations vendor contracts & relationships across the Caliber network (e.g., meal vendors, custodial vendors, technology, insurance, etc.), including coordinating the annual bid process and applying for all necessary funding related to those programs.

- Develop and share operational best practices and create tools and templates for operations team use across the Caliber network
- Design, create, select, and/or deliver professional development opportunities for the operations team (both at the network and school level), including a calendar of Operations Communities of Practice across the Caliber network
- Participate in the strategy and planning for future Caliber schools and lead the definition and execution of operational requirements for them

QUALIFICATIONS

- A passion for Caliber's mission and alignment with Caliber's core values
- 5+ years professional management experience including at least 2 years in school site operations leadership, preferably in a high performing charter management organization
- Exceptional people management skills, with direct experience supervising a team and managing exceptional performance
- Demonstrated strengths in the Leading for Operations Excellence areas of Caliber's Leadership Development Framework, including:
 - **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.

Education:

- Bachelor's Degree

TO APPLY

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Director of Strategy Job Description + Responsibilities

The Opportunity

Caliber Public Schools seeks a **Director of Strategy** to implement and manage Caliber Public Schools' five-year strategic plan, adopted in 2021. The Director of Strategy will support the Caliber Network to improve across its functional teams to improve academic outcomes, create strategic partnerships, unite and standardize practices across departments and campuses, and continue to operate sustainably. The Director of Strategy will work closely with the CEO and President to monitor progress toward strategic initiatives and manage relationships with Board members, strategic partners, and institutional funders.

This is a full-time role reporting to the Chief Executive Officer.

Responsibilities

- Support each functional team across the SSO to identify key initiatives and metrics toward the five-year strategic plan.
- Communicate the strategic plan and involve stakeholders from campus staff and families.
- Support process for developing, refining and executing Caliber's growth to high school, ensuring with this growth we are still able to meet financial, academic and SEL goals.
- Support CEO in managing/planning Board meetings and relationships with institutional funders.
- Other strategy projects identified by the Board and CEO on an as-needed basis.

Qualifications

Experience:

- Experience managing teams across multiple locations
- Experience with strategic planning and improving organizational outcomes
- A proven track record of improving student achievement, with data documenting improved student outcomes
- A proven track record of success in managing people and teams and building a positive and collaborative adult culture

Skills:

- Communicates effectively with others by sharing ideas directly and respectfully
- Navigates interpersonal dynamics with teams, colleagues and stakeholders with ease
- Builds strong relationships with an appetite for, and ability to, engage families and community members
- Excels in cultural competency with all students, families, and staff
- Manages multiple priorities simultaneously to accomplish urgent and important tasks
- Detail-oriented and highly organized with the ability to see the "big picture"
- Highly collaborative and team-oriented
- Data-driven with ability to interpret and organize data

Education:

- Bachelor's Degree
- Master's Degree preferred

TO APPLY

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Head of Talent Job Description + Responsibilities

The Opportunity

We are looking for a passionate, hard working, systematic, 'people person' to be the Head of Talent at Caliber Schools. Your previous work in schools will guide you as you interact with teaching candidates, and inform strategy with the teacher and school leader's perspective as a top priority. You are relentless in your drive to develop relationships in order to create pipelines of teachers and leaders--and clear in your ability to distill what makes Caliber Caliber. You are a natural leader, and want to take the next step in growing your career and impact. In the Head of Talent role you will be in charge of leading the Talent Process, the Residency Program, Communications (likely), and will play a critical role within leadership at the School Support Organization (SSO: our central team).

A few more details about this role: most importantly, you will be responsible for leading the strategy and execution of the **sourcing, recruitment, and placement process** for all new staff across the organization. You will direct the **Teacher Residency Program** starting with recruitment through to partnership management and resident oversight. **External partnerships** will be generated and maintained by you, including but not limited to: Schools of Education, Teach for America, Concourse Education, Encorps, and Great from the Gate. In many external facing situations, you will be the voice and face of Caliber. You will help to determine and articulate the way that Caliber is messaged to our stakeholders through likely oversight of **Communications** such as the Annual Report, website, social media, and other marketing materials. As the Head of Talent, you will play a **significant leadership role** on the central team (SSO). Your voice will be imperative to guide decision making around central culture building, goal setting, teacher and leadership pipeline development, compliance (credentialing), and growth planning.

More about you: you have what it takes to be a networking mastermind. You make genuine connections quickly and with ease. You love talking with teachers (and you think teaching is one of, if not the, most important job in the world). You will do whatever it takes to find and develop the best teachers and leaders for the students of Richmond and Vallejo. Oftentimes, you will be the first impression of Caliber; it is crucial that you are positive, articulate, empathetic, and relatable.

Qualifications

- 3+ years of recruitment and talent experience, preferably at a high performing school organization.
- 4+ years of working in schools (teacher, administrator, central team, etc.).
- Experience with branding, marketing, and communications is a bonus!
- Knowledge and understanding of Teacher Credentialing
- Bachelor's degree

Some phrases to describe you:

- **Effective Communicator + Relationship Builder:** specifically with teachers, school-based staff, and administrators.
- **Project manager:** balance multiple projects at once while meeting deadlines and maintaining high-quality work.
- **Persuasive and succinct writer:** produce written communication for outwardly facing communication materials and partnership development.
- **Organized:** detail oriented with systems for time and work-flow management
- **Problem Solver:** you feel comfortable troubleshooting and coming up with solutions
- **Systematic thinker:** experience setting up and maintaining systems and protocols
- **Humor and humility:** work at a quick pace and be willing to own mistakes and setbacks and view them as learning experiences. Ask for help on a constant basis (from coworkers, leadership, and other charter networks or organizations).

Responsibilities

Talent:

- Recruiting and Hiring process oversight (alignment and quality of job descriptions, interview questions, visit protocol, candidate messaging, credentialing checks, offer letter protocol, etc.)
- Talent goal setting + data collection
- Support school leaders in hiring, retention, and staff development processes and initiatives
- Create and share an annual talent report (summary of outcomes, process, data, learnings, etc.)
- Manage recruitment budget + credit card
- Negotiate, maintain, oversee contracts/MOUs with external partners
- Manage external partnerships with: Concourse Edu, Teach for America, Schools of Education, Encorps, Great from the Gate, etc.
- Support with candidate engagement
- Attend networking and career fairs/events
- Network and collaborate with local and nationwide charter school Talent leaders
- Directly Manage Talent Associate
- Co-lead credentialing compliance for all teachers and leaders (ensure that all teachers have proper documentation, communication with county and district authorizers, school leaders strategy and communication support, etc.)

Residency Program (in partnership with Alder Graduate School of Education)

- Lead residency sourcing, interview, and selection process. Oversee Mentor Matching process.
- Ensure that residents are being observed and monitored by mentors, school leader and/or program supervisor biweekly or weekly.
- Troubleshoot residency complexities or issues as they arise.
- Attend Alder Director calls and strategy meetings (weekly)

Communications

Depending on previous experience, bandwidth and expertise, the Head of Talent may play a support role OR a leadership role in Communications work. Therefore, these responsibilities are likely, but not guaranteed.

- **Annual Report:** vision setting, project management, liaison with design team and photographer, information + story collection, editing and printing logistics.
- **Website:** Make sure website is up to date; ongoing edits. Eventually oversee rebranding and overhaul of website.
- **General branding:** Oversee weekly blog, Instagram posting, school website alignment, logos, icons, and quarterly newsletters.

SSO Leadership

- Monthly meeting planning and execution
- Culture building
- Support strategy team with talent related decision making (salary scales, growth, protocols, leadership pipeline, talent pipeline, etc.)
- Oversee internal programs and groups such as: Values Task Force, Teacher Champions, etc.

TO APPLY

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Head of Research and Analytics Job Description + Responsibilities

The Opportunity

We are looking for a compassionate and exceptional Head of Research and Analytics to join the SSO team. You will collaborate with leaders to understand and make decisions based on their data, and create thought partnerships for teachers and staff as they use data to drive student success. You will support in creating data reports and dashboards that help our schools and teams understand their data better and to fulfill compliance requirements. You will work with various stakeholders to maintain accuracy and cleanliness of CALPADs reporting and our PowerSchool system. We seek individuals passionate about Caliber's mission, vision and core pillars: Heart, Smart, Think, and Act.

Responsibilities

Team Management and Support

- Manage the Data Associate to meet deadlines and goals and help coordinate work for the Data and Assessment Lead.
- Conduct development plans and evaluation processes for the Data Associate
- Oversee Data Associates work on CALPADS and SIS
- Support the Data Associate in building relationships with school teams and delivering trainings/data to school teams.

Data Quality and Validation

- Perform data quality control processes and resolve data quality issues in partnership with colleagues
- Support with audit processes and to ensure 100% accuracy of all student information and attendance data
- Monitor all assessment completion and data and support team as needed with key assessment projects

School Data & Stakeholder Management

- Support with Family and Student survey set-up and administration process.
- Provide training and support for data collection, maintenance, and access to school site office staff and data entry staff across departments.
- Ensures all school site data, especially data related to the LPAC and Health Schools Framework is complete

- Communicate with vendors as needed
- Responds to internal requests for data in a timely way, providing data in an actionable form to stakeholders

CAASPP Administration

- Coordinate CAASPP testing with schools
- Monitor completion rate and keep school teams aware of completion rates
- Analyze assessment data and share with stakeholders including school teams

Qualifications

Experience Preferred

- 2 or more years of teaching or other relevant K-12 experience, preferably in a high performing school driving excellent student outcomes
- 3 or more years experience managing data systems, building data reports, validating and cleaning data, and supporting others with data analysis or data use.
- Experience working with Black, Brown and other POC student populations.
- Experience managing others or holding others accountable for work

Education

- Bachelor's Degree

TO APPLY

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Head of HR

Job Description + Responsibilities

The Opportunity

The Human Resources Manager is responsible for planning and administering HR support functions for the roughly 200 staff across Caliber's network of schools. They will report to Caliber's Chief Operating Officer and work closely with school leadership to plan and implement the HR activities below. They will ensure that HR operations and best practices are fully implemented across Caliber's schools.

Responsibilities

The Human Resources Manager's key responsibilities include:

Human Resources Leadership

- Lead the development, communication, and execution of major HR projects (e.g., new hire on-boarding, annual benefits plan evaluation, annual 401k plan audit)
- Manage key HR vendor contracts & relationships (e.g., payroll provider, benefits broker).
- Maintain knowledge of trends, best practices, regulatory changes, and new technologies in human resources, and employment law and apply this knowledge to communicate changes in policy, practice, and resources to upper management
- Annually review Caliber's HR policies and procedures each spring to ensure compliance with evolving legal requirements
- Collaborate with Caliber's Talent team (which is responsible for staff recruiting and development) to develop and administer compensation, benefits, and staff development processes that attract and retain a strong workforce.
- Train school and network supervisors on HR best practices and develop tools for their use across the Caliber network
- Provide HR guidance into Caliber-wide priorities and projects

Human Resources Administration

- Ensure thorough and accurate employee roster and records including
 - Offer letters and employee change notifications
 - Employment eligibility
 - Credentials & certifications
 - Background checks
 - Completion of mandatory trainings
- Manage payroll processes in conjunction with finance personnel
 - Maintenance of accurate roster, pay rates, withholding levels, etc.
 - Semi-monthly collection of processing of timecards and sick time
 - Semi-monthly collection and processing of expense reports
 - Calculation and submission of payroll to Paycom

- Review of pay-period, quarterly, and annual reports to ensure the accuracy of payments
- Administer Caliber's employee benefits programs including:
 - Medical, dental, vision
 - 401k program
 - FSA programs
 - Workers compensation
 - COBRA
 - FMLA and other leaves of absence
- Advise and assist school and network managers on staff HR issues (corrective action plans, terminations, conflict resolution)
- Ensure compliance with all federal, state, and local employment laws and regulations, and recommended best practices
- Assist the finance and operations team in completing state, federal, and philanthropic reporting requirements
- Provide periodic and ad hoc HR-related reporting to school leaders related to their staff
- Lead the response to any authorizer or auditor inquiries into HR matters
- Act as a point of escalation for school-based HR issues

Qualifications

- A passion for Caliber's mission and alignment with Caliber's core values
- 5+ years of HR experience, ideally including experience in schools or non-profits
- Ability to handle confidential information in an appropriate manner
- Thorough knowledge of employment-related laws and regulations
- Proficient with Microsoft Office, Google Docs/Slides/Sheets, or related software
- Proficiency with or the ability to quickly learn the organization's HR management systems (Paycom, Concur, etc.)
- Bachelors degree in Human Resources, Business Administration, or related field

TO APPLY

Please go to <http://www.caliberschools.org/careers.html> to apply.

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Talent & Communications Lead

Job Description + Responsibilities

The Opportunity

We are looking for a passionate, organized relationship-builder to be our Talent and Communications Lead. If you think that teachers are some of the most important people on the planet, and you are passionate about getting great teachers into schools that serve historically underserved populations, then this will be a great fit. You will often be the first face of Caliber, so it is important to embody passion for our mission and model.

You will be in charge of organizing and supporting the recruiting and hiring process, as well as playing a large role in communications work for the organization. Caliber is in its “startup” phase. So, if you enjoy diving in, dealing with the unexpected, innovating and putting your expertise towards an incredibly important mission, Caliber is the place for you.

You will be directly supervised by the Head of Talent.

Responsibilities

Recruiting and Hiring

- Screen resumes to ensure high-quality applicants move to the next stage of the interview process.
- Conduct initial phone interviews for all open roles, primarily teachers but also operations staff.
- Coordinate in-person interviews and logistics for candidates, including school tours, demo lessons, and occasionally transportation, meals and lodging.
- Collaborate with School Leadership teams about appropriate next steps for candidates.
- Manage and organize the Greenhouse applicant tracking system.
- Ensure a consistent, warm and high-touch candidate process.
- Attend hiring fairs to support recruitment efforts for all Caliber roles.
- Research and reach out to organizations in the community and on campuses to build the Caliber brand and source for potential candidates.
- Support with online sourcing by frequently updating job boards, posting advertisements, and prospecting from platforms like LinkedIn Recruiter.

- Support in recruiting and onboarding Caliber’s Teaching Residents.
- Support teacher onboarding including, sending welcome packets, sharing blog posts and news, supporting with teacher induction welcome events.
- Participate in the creation of an annual talent strategy and goal setting process.

Communications

- Create and update communications materials, like the #WeAreCaliber blog and social media pages.
- Manage Caliber Schools website, ensuring the website is constantly up to date.
- Create materials for career fairs including, banners, one-pagers, swag, etc.
- Support in the production of branding videos and the annual report.

Data

- Track weekly and monthly data aligned to talent team goals, including number of applicants/hires and demographic information for candidates, etc.
- Utilize monthly data to draw conclusions and recommendations about postings, events and follow-up steps.
- Pull, analyze and format data for annual Talent Report.
- Conduct data exports and work with the Greenhouse team to ensure data is accurate and includes the information we need.

Credentials

1. Support the teacher credentialing process during hiring and onboarding.
2. Manage the logistics of the teacher induction process, helping to recruit and register teachers and support them through their induction programs.

Qualifications

Experience:

- Preferred teaching experience, preferably in a school serving diverse student populations.
- Preferred experience working in an administrative or operational role in a school or nonprofit.

Education:

- Bachelor’s Degree

TO APPLY

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Assessment and Data Manager

Job Description + Responsibilities

The Opportunity

We are looking for a compassionate and exceptional Assessment and Data Manager to join the SSO team! You will collaborate with leaders to understand and make decisions based on their data, and create thought partnerships for teachers and staff as they use data to drive student success. You will support in creating data reports and dashboards that help our schools and teams understand their data better and to fulfill compliance requirements. You will work with various stakeholders to maintain accuracy and cleanliness of CALPADs reporting and our PowerSchool system. We seek individuals passionate about Caliber's mission, vision and core pillars: Heart, Smart, Think, and Act.

Responsibilities

Data Progress Monitoring, Analysis, and Reporting

- Monitor the extent to which the school is developing and maintaining data systems, data walls, metrics, key performance indicators (KPIs), and other data streams that help leadership, and other stakeholders track and assess growth in student learning.
- Provide guidance to leadership and staff on data sources and how to access them.
- Monitor the extent to which professional development opportunities incorporate the use of data, including but not limited to subject-specific assessments.
- Monitor the extent to which data is being utilized to monitor student progress including but not limited to assessments and benchmarks.
- Partners with the **Head of Data, Research and Analytics** to monitor compliance with AB1505 with regards to data and assessment; flags non-compliance and shares this information with the relevant stakeholders to address or to correct.
- Analyze network and schools data by identifying trends and patterns and determining their implications for instructional practices alongside the education team
- Develop and maintain clear documentation to ensure consistency of data definitions and procedures around data collection and reporting
- Complete ad hoc data analysis requests in a timely and efficient manner

Assessment Administration, Consultation, and Evaluation

- Evaluate the school's implementation of annual testing and build the capacity of leadership to administer these various forms of assessment through training, meeting consultation, and evaluation. Areas of accountability include:
 - student test administration, coordination of all related test logistics
 - train faculty on testing process and monitor and support the collection of all required forms and documents
 - state-mandated communication/notifications to stakeholders

- Provide key test data and scores to leadership in supporting class and course placement and the English Language Development reclassification process.
- Serve as the tertiary LEA CAASPP and ELPAC Coordinator and only acting in that capacity if the first and secondary appointees are not available.
- Research national best practices for data systems and analysis and propose research-based approaches to leadership on various ways to consider utilizing data and assessment in building a continuous learning and improvement cycles and systems.
- Provide training resources to staff responsible for state assessments
- Review proposals for new assessments/benchmarks for compliance to state, federal, and local requirements.

Build Capacity and Drive Data Literacy

- Develop training for teachers, staff and SSO leaders on how to effectively use data
- Help schools troubleshoot academic data reporting issues in a way that builds their internal capacity, developing training tools for the most common issues
- Partner with education team on data-related projects and initiatives

Data Strategy

- Work with schools and SSO team to plan and prioritize short-term and long-term analytics needs
- Assess the quality of user experience for dashboards and tools and refine products as needed
- Collaborate with the Data team to develop and maintain a data warehouse that connects key student, academic, and operational data for meaningful analysis

Experience & Skills

- Experience analyzing datasets, with high accuracy and attention to detail
- Experience with educational data software
- Highly resourceful, with demonstrated ability to learn new data platforms/systems quickly and independently
- Strategic thinker, with ability to think critically about issues and solutions
- Goal-oriented, with strong initiative and creative problem-solving skills
- Flexible, with strong ability to multitask and prioritize
- Proven track record of teamwork and proactive collaboration with others
- Outstanding written and oral communication skills
- Highly effective and professional communication skills with staff, students and families
- Ability to work collaboratively and independently
- Ability to work effectively in fast-paced environments with limited supervision

Required Experience

- Minimum 3 years of relevant professional work experience coordinating school-wide testing activities.

- Minimum 3 years of experience using a variety of technology applications and platforms to aid instruction and or data analysis.
- Minimum 2 years or more of experience as a classroom teacher.
- Strong knowledge of state and federal reporting requirements for public schools including annual submissions.

Technical skills:

- Demonstrate an understanding of technology and learning platforms (Microsoft Office Suite, PowerSchool, Illuminate, Affirm, Amplify Science, TCI, ThinkCERCA, Google Drive and Calendar, and others as applicable)
- Advanced expertise with Excel
- Well versed in Training and Analysis on the following:
 - NWEA MAP Testing
 - CAASPP (SBAC/IAB/ICA) Testing
 - ELPAC Testing
 - Curriculum-based local assessments
 - Illuminate
 - Affirm
 - Amplify
 - TCI
 - ThinkCERCA

Education

- Bachelor's Degree required
- Master's Degree preferred

TO APPLY

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Data Associate

Job Description + Responsibilities

The Opportunity

We are looking for a compassionate and exceptional Data and Student Information Associate to join the SSO team! You will collaborate with leaders to understand and make decisions based on their data, and create thought partnerships for teachers and staff as they use data to drive student success. You will support in creating data reports and dashboards that help our schools and teams understand their data better and to fulfill compliance requirements. You will work with various stakeholders to maintain accuracy and cleanliness of CALPADs reporting and our PowerSchool system. We seek individuals passionate about Caliber's mission, vision and core pillars: Heart, Smart, Think, and Act.

Responsibilities

Student Information System

- Oversee student information system (SIS).
- Train and support school operations staff on use of SIS.
- Manage SIS school setup procedures, including scheduling, user account creation, etc.
- Document the practices, protocols, and systems developed for the SIS in order to ensure consistent and accurate practices going forward.
- Keep abreast of new SIS developments and roll out new features as appropriate.
- Establish the processes and systems needed to ensure the accurate, consistent treatment of grades and report cards.
- Work with schools in managing the rollout of report cards at the end of each term.
- Train school leaders, teachers, office managers, and other school staff to efficiently use the SIS and gradebook.
- Support with ongoing SIS system data imports (file imports)

State Reporting through CALPADS

- Create CALPADS reports
- Coordinate with internal stakeholders to collect and review CALPADS data prior to submission
- Create and maintain reports and dashboards to track data compliance (CALPADS).
- Maintain awareness of state updates to reporting requirements
- Continuously review and validate data for accuracy and completion to ensure that processes are efficient and meet analysis requirements.

Support school with assessments

- Coordinate, communicate, and monitor assessment set-up and execution across multiple schools (NWEA MAP, SBAC, CAST, etc.).

- Monitor assessments for completion and compliance, resolving issues in collaboration with other SSO members.

Data Quality and Validation

- Perform data quality control processes and resolve data quality issues in partnership with colleagues
- Run audit processes and to ensure 100% accuracy of all student information and attendance data.

School Data Support & Stakeholder Management

- Manage Family and Student survey set-up and administration process.
- Provide training and support for data collection, maintenance, and access to school site office staff and data entry staff across departments.
- Ensures all school site attendance reviews are completed by data and attendance teams
- Audits and submits all district and state attendance reports (i.e classification, statistical, PENSEC, P1, P2, etc)
- Run monthly meal participation reports and submit claims for reimbursement.
- Communicate with vendors as needed
- Responds to internal requests for data in a timely way, providing data in an actionable form to stakeholders

Experience:

- 2 or more years of teaching or other relevant K-12 experience, preferably in a high performing school driving excellent student outcomes
- 2 or more years experience managing data systems, building data reports, validating and cleaning data, and supporting others with data analysis or data use.
- Experience working with Black, Brown and other POC student populations.
- Experience with CALPADs and PowerSchool

Education:

- Bachelor's Degree

TO APPLY

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Administrative and Operations Coordinator

Job Description + Responsibilities

The Opportunity

The **Administration and Operations Coordinator** is a member of the operations team, responsible for supporting the team with all operations related tasks.

Responsibilities

The **Administrative and Operations Coordinator's** duties include:

- Supporting network-wide operational project work
 - Network-wide operations policies / programs / vendors / procurement
 - State and other program audits (PCSGP, meals, attendance, etc.)
 - Network-wide operational reporting requirements (attendance, meals, CALPADS)
- Assisting team on implementing COVID related items such as school opening, testing or supply distribution
- Assisting team members with planning for larger, periodic events such as fundraisers, recruiting events, team off-sites, etc. This would entail similar responsibilities as above but on a larger scale
- Managing document translations of items that are published in English & Spanish
- Routine printing, copying, filing
- Supporting other SSO teams as necessary with projects

Experience

- 1-3 years of relevant administrative assistant or operations experience

Skills

- Demonstrated ability to effectively support a number of team members simultaneously
- Ability to work with an ethnically and socioeconomically diverse team
- Strong project and task prioritization skills required to ensure that projects are completed on time in a fast-paced and dynamic "start-up" working environment
- Strong written and oral communication skills
- Flexible and adaptable to shifting needs and work cycles throughout the school year
- Conversational Spanish ability required, Spanish fluency required
- Strong Google Apps (Docs, Sheets, Slides, etc.) and Microsoft Office (Word, Excel, Powerpoint) skills required
- Experience with student data systems (e.g., Illuminate) a plus

Mindsets

- Strong customer-service orientation and understanding of the support needs of a school environment
- Deep commitment to Caliber Public Schools' educational mission and strong desire to make a difference in a high-performing organization

Education

- BA or BS degree preferred

TO APPLY

Please go to <http://www.caliberschools.org/careers.html> to apply.

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Administration and Talent Coordinator Job Description + Responsibilities

The Opportunity

The **Administration and Talent Coordinator** is responsible for supporting the Caliber Public Schools SSO team as a whole and will spend approximately 50% of their time on administrative support and 50% of their time on talent-related tasks.

Responsibilities

The **Administrative and Talent Coordinator's** duties include:

Meeting planning & logistics

- Coordinating regular on-site and off-site meetings such as Caliber Schools' board and committee meetings, leadership team meetings, professional development sessions, funder visits, a weekly SSO team meeting, etc.
- Scheduling, researching and securing locations, ordering food, setting up technology, coordinating print-outs and other materials, communicating with participants regarding meeting logistics, and taking notes at meetings.
- Assisting team members with planning for larger, periodic events such as fundraisers, recruiting events, team off-sites, etc. This would entail similar responsibilities as above but on a larger scale.

SSO Support

- Maintaining the SSO team calendar, including major events and team member out-of-office dates
- Managing document translations of items that are published in English & Spanish
- Assisting with travel bookings for SSO staff
- Managing supply orders for the office
- Routine printing, copying, filing
- Collecting and distributing mail
- Managing Parent Communication with school families via SchoolMint
- Managing Credit Card Reports for CEO and CSO
- Assisting with all Staff and Internal Team newsletter creation and distribution.
- One-off seasonal support for various groups within the SSO team such as:
 - Assisting the data team on the production of student PLPs (Caliber's version of report cards)
 - Assisting the Operations Team with data entry, research, or reporting.
 - Assisting the HR team with bulk onboardings during the new school year

Talent Work

- Managing process for credentialing including; ensuring we've collected appropriate paperwork, submitting applications and updating credentialing trackers.
- Identifying, signing up and attending career fairs
- Participating in online sourcing to identify and connect with high potential candidates
- Support all other recruitment efforts
- Create or update job descriptions, job posts and application materials
- Interview applicants as needed

Experience

- 3-5 years of relevant administrative assistant or operations experience
- Teaching experience is preferred

Skills

- Demonstrated ability to effectively support a number of team members simultaneously

- Ability to work with an ethnically and socioeconomically diverse team
- Strong project and task prioritization skills required to ensure that projects are completed on time in a fast-paced and dynamic “start-up” working environment
- Strong written and oral communication skills
- Flexible and adaptable to shifting needs and work cycles throughout the school year
- Conversational Spanish ability required, Spanish fluency required
- Strong Google Apps (Docs, Sheets, Slides, etc.) and Microsoft Office (Word, Excel, Powerpoint) skills required
- Experience with student data systems (e.g., Illuminate) a plus

Mindsets

- Strong customer-service orientation and understanding of the support needs of a school environment
- Deep commitment to Caliber Public Schools’ educational mission and strong desire to make a difference in a high-performing organization

Values

Caliber staff...

- are committed to a culture of feedback, development and continuous improvement.
- validate and affirm the identities, strengths and passions of each person.
- know that It is everyone’s collective responsibility to work in service of and alongside our school communities.
- approach situations and people with empathy and kindness.

Education

- BA or BS degree preferred

TO APPLY

Please go to <http://www.caliberschools.org/careers.html> to apply.

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Caliber



Founding High School Leader Job Description

About Caliber Public 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. 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.

For the last two years, Caliber has undergone a high school design process to establish the key components of a high school model for our students. Families, staff, and students identified the following design principles which underpin the Caliber: High School Model: College and Career Readiness for every student, Community Leadership Opportunities for all, and Social-Emotional Learning.

The Position

Caliber Public Schools is searching for a Founding High School School Leader at Caliber: High School in Vallejo, CA. This is a founding school role. This exceptional leader will take the heart of our design principles and operationalize and sustain them to launch Caliber's first-ever high school in Vallejo.

The ideal candidate has been an accomplished administrator in a high-performing high school and is ready to step into a leadership role both for Caliber: High School 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.

The ideal candidate is a passionate problem-solver, who works to understand every stakeholder's needs. They also love diving into the details and coming up with data-driven, creative solutions that produce results. They embrace change and are adaptive in the face of challenges. Finally, they leave a significant impact on the teams and organizations they work with. They lead initiatives, value collaboration, and drive improvements with a self-motivated and resourceful attitude.

Responsibilities

Planning Year: 2021-22

- Establish the Academic and School Culture Visioning Plans for Caliber: High School
- Intern with high-performing charter high schools (willingness to travel preferred)
- Visit high-performing charter high schools (willingness to travel preferred)
- Recruit students and families for the new school
- Recruit teaching, leadership, and support staff
- Partner with Caliber Public Schools' SSO team to prepare facility, order materials, coordinate logistics, and complete compliance requirements

School Leadership: 2022-23 and beyond

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, Director of Operations, 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.

Establishing 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 President and School Support Office (SSO) to ensure a safe and consistent school environment for students.
- With the President, 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 consistent implementation;
- Participate in the Senior Leadership Team of Caliber Public 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 Head of Schools, 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 School Leader 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

- A minimum of 3-5 years experience in a leadership role at a high performing middle or high school in an underserved community;
- 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.

Leadership and Management Qualities

- Strong relationship building skills; appetite for and ability to engage families and community members; cultural competency with at-risk students and families;
- Record of success in managing people and teams, coaching teachers to improve and excel, and building a positive and collaborative adult culture;
- 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;
- Data-driven decision making;
- Intellectual curiosity;
- Humility, capacity to respond to new information, adapt, and learn;
- Entrepreneurial energy for an innovative new model;
- Highly collaborative and team-oriented.

Education

- Bachelor's Degree
- Administrative Services Credential

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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School Leader Selection Process

Competencies

Category	Qualities of Exceptional Candidate
Instructional Leadership	<ul style="list-style-type: none"> • Holds incredibly high expectations • Has demonstrated results in their own classroom • Uses data to modify instruction • Has demonstrated results from teachers they have coached and mentored
General Management	<ul style="list-style-type: none"> • Previous success getting results through others using impact and influence • Strong stakeholder management (including parents) • Strong project management skills - ability to plan, multi-task, own the big picture as well as the details • Ability to navigate difficult conversations
Self-Awareness and Humility	<ul style="list-style-type: none"> • Emotional intelligence and self-awareness • Team player • Receives and acts upon feedback • Aware of own strengths and areas of development
Innovation and Adaptability	<ul style="list-style-type: none"> • Believes today's schools can produce better results for students • Evidence of using innovation in own school • Dreams big about what is possible

Process Overview

Stage	Candidate is moved forward if...
1. Resume / Cover Letter Submission	<ul style="list-style-type: none"> • Has at least 3-5 years of school leadership experience working in a high-performing high school or middle school • Has instructional leadership experience
2. Request for student achievement data	<ul style="list-style-type: none"> • Results indicate at least one year's worth of growth, or • Results indicate significant out-performance of other schools/classrooms, whole- group and/or by subgroup
3. Phone Interview	<ul style="list-style-type: none"> • Demonstrates high potential in each of the four key competencies: instructional leadership, general management, self-awareness and humility, innovation and adaptability
4. School Visit	<ul style="list-style-type: none"> • Demonstrates ability to identify strengths and areas of growth in instruction; • Demonstrates ability to use influence and impact through and observation and coaching session • Demonstrates ability to navigate difficult conversations through role-play

5. Reference Checks	<ul style="list-style-type: none"> • Multiple in-depth references confirm candidates' performance and/or potential in each of the competencies
6. Final Interview	<ul style="list-style-type: none"> • Final confirmation of potential (interview based on areas of additional probing necessary as unearthed through school visit and reference checks)

Appendix E-2

Teacher Job Description



Caliber Public Schools High School Teacher Job Description

About Caliber Public 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. 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.

Position Summary

We are looking for compassionate, exceptional educators to join our founding high school team! 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.

This is a founding teacher role and we are looking for someone with the initiative to step into additional duties as they present.

Responsibilities

- Facilitate students' mastery of academic standards through long-term planning, daily and weekly lesson plans, and execution of rigorous and engaging daily 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

Values:

Caliber staff...

- are committed to a culture of **feedback, development and continuous improvement**.
- validate and affirm the **identities, strengths and passions** of each person.
- know that It is everyone's collective responsibility to **work in service of and alongside our school communities**.
- approach situations and people with **empathy and kindness**.

To Apply: Visit <http://www.caliberschools.org/careers.html>

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Appendix E-3

Program Specialist Job Description



**Program Specialist
High School
Job Description**

About Caliber Public Schools

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Caliber's four graduate pillars--**Heart, Smart, Think, Act**--guide our work. 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, their skills and their passion to work in partnership with our students and their families on their goals. Caliber staff are committed to creating an inclusive environment, dedicated to equity, where all staff, family members and students feel they belong.

Position Summary:

We are looking for an exceptional Program Specialist to join our team who has broad knowledge of serving students with special needs, compassion and patience for the challenges that students face in the classroom, and creativity to find unique ways to make curriculum accessible.

You will coach and support the Special Education team, and serve as the point person on campus for 504 Plans. You'll work collectively with general education and special education teachers to support students in reaching their academic and life goals.

This is a founding staff role and we are seeking someone with the initiative to step into additional duties as they present.

Responsibilities:

- Assist the Managing Director of Special Education and Student Services in program development, coordination and evaluation
- Identify necessary programs and service providers and assist with preparing Master Contracts and ISAs within required timelines

- Develop, coordinate and provide relevant professional development activities for specific special education staff, general education teachers, site leaders, school support staff.
- Assist the Managing Director of Special Education and Student Services with coordinated compliance reviews to promote a thorough understanding of issues related to the provision of mandated services.
- Act as a member of School Site administrative team to inform school wide policies and procedures
- Maintain current knowledge of regulations and procedures in regards to students with special needs.
- Assist site level administrators in supporting, training, and coaching special education teachers
- Act as Induction Coach or Support Provider (for Interns, when needed)
- Serve as supervisor for Special Education Assistants
- May serve as LEA representative /Administrative designee in IEP meetings
- Advise and consult with site level administration in determining appropriate offers of FAPE
- Design and oversee Extended School Year program annually
- Act as direct case manager for small number of students onsite
- Perform other related duties as required or assigned

Individualized Educational Plan Implementation

- Provide oversight for referral for special education including responding to parent requests in accordance with legal requirements
- Serve as a knowledgeable professional in the Individual Education Program (IEP) planning process.
- Supports IEP case-management (including directly managing a small caseload as needed) to ensure implementation of IEP, progress on goals, Education Benefit and IEP meeting facilitation
- Manage difficult cases to assure appropriate special education services, including attending staff meetings, IEP meetings and parent conferences
- Support IEP teams in identification and evaluation of students who may be eligible for special education support and services
- Provide consultation to Special Education teachers, administration, staff, specialists, parents, and general education teachers regarding the implementation of IEP supports and services.
- Coordinate and develops plans for incoming students including incoming students who require interim IEPs or Transition IEPs, students in NPA or private schools placements
- Monitor appropriate IEP development by special education teachers and related service providers to ensure Educational Benefit and Compliance

Program Consultation and Coordination

- Observe, consult with, and assist Education Specialists in planning, organizing and instructing students as well as developing IEPs
- Develop and/or coordinate effective inclusive practices in curriculum, instruction, and assessment, e.g. UDL, Co-teaching, MTSS/ RTI
- Participates in professional development, provides training and support to Special Ed Team to enhance instruction for students with social communication, behavioral, mental health or sensory learning challenges
- Collaborate with school psychologist, counselor, mental health provider or social worker to coordinate provision of services required in IEP
- Plans programs and provides curricular resources, technical assistance and assists with obtaining services, assistive devices or technologies as needed to provide required programs for students with disabilities
- Ensures the use of best practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and implementation of behavioral support and intervention plans by collaborating with school psychologists, other specialists or site staff

- Provides leadership in the area of curriculum, instruction and modification/accommodation for students with diverse learning needs
- Participates in the development of instructional methods to meet the needs of students in their general education classrooms and conducts demonstration-teaching activities
- Assists in coordinating training for assessment accommodation (e.g. SBAC, MAP)
- Assists school staff to identify resources, develop methods for parental involvement, and encourages participation in training activities for families of children with disabilities
- Coordinating staff development for admin, teachers, and parents; prepares presentations to various stakeholders to promote understanding of special education services

Results-Driven Accountability

- Assists with the development of systems and procedures to support the implementation of compliant, high quality and effective special education programs and services
- Evaluates and monitors the progress of students to determine ongoing needs; prepares written reports of findings as may be required
- Develop data collection systems, monitor data collection and provide programmatic recommendations based upon results
- Provides support for data driven decision-making and accountability to improve the instructional program and assure student progress

Values:

Caliber staff...

- are committed to a culture of **feedback**, development and continuous improvement.
- **Affirm and validate** the identities, strengths and passions of each person.
- know that It is everyone's **collective responsibility** to work in service of and alongside our school communities.
- approach situations and people with **empathy and kindness**.

Qualifications

Preferred Experience:

- ☐ Advanced training and experience in the education of individuals with exceptional needs and in Individualized Educational Plan (IEP) implementation.
- ☐ Successful experience implementing school-wide Intervention/ RtI or MTSS to address students' academic, behavioral or mental health needs, prior to special education referral
- ☐ Ability to leverage individual and cultural diversity, demonstrating knowledge and understanding of working with ELL students
- ☐ Ability to utilize conflict resolution strategies to resolve issues related to the IEP process
- ☐ Ability to project manage in order to meet tight deadlines or compliance timelines
- ☐ Experience working with diverse populations in urban and low income settings.
- ☐ Strong communication skills: communicates effectively with others, orally and in writing, across multiple constituents, including parents, outside agencies, and staff and school leaders; shares ideas directly and respectfully
- ☐ Demonstration of ability to work effectively with parents and colleagues
- ☐ Demonstration of leadership ability, experience with providing honest, actionable, timely feedback, as well as conducting professional development or training

- ☐ Experience working with individuals with emotional disorders and/or challenging behaviors preferred.
- ☐ Bilingual in Spanish preferred
- ☐ Experience working with Black, Brown and other POC student populations.

Requirements and Education:

- ☐ Possession of one of the following: Education Specialist Credential, Mild Moderate or Moderate Severe; Speech and Language; or, Pupil Personnel Services, School Psychology
- ☐ Master's Degree in Special Education or related field preferred
- ☐ At least five years of experience in special education, of increasing responsibility
- ☐ Knowledge of current Federal/State Special Education laws and regulations
- ☐ Understanding of values-based compliance
- ☐ Knowledge of current trends and practices to support students with Behavior, Social-Emotional or Mental Health needs.
- ☐ CPI, BICM and/or BCBA desirable
- ☐ CA Admin Services Credential desirable
- ☐ Bilingual (Spanish) desirable

To Apply Visit: <http://www.caliberschools.org/careers.html>

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Appendix E-4

Education Specialist Job Description



Education Specialist High School Job Description

About Caliber Public Schools

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Caliber's four graduate pillars--**Heart, Smart, Think, Act**--guide our work. 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, their skills and their passion to work in partnership with our students and their families on their goals. Caliber staff are committed to creating an inclusive environment, dedicated to equity, where all staff, family members and students feel they belong.

Position Summary:

We are looking for an exceptional Education Specialist to join our team who has broad knowledge of serving students with special needs, compassion and patience for the challenges that students face in the classroom, and creativity to find unique ways to make curriculum accessible.

You'll work collectively with your grade level colleagues and SpEd team to support our SpEd students in reaching their academic and life goals. You will be encouraged and supported to lead engaging and personalized lessons that integrate all of our pillars: Heart, Smart, Think, and Act.

You will use data to drive your instruction, consistently assessing and reassessing student learning to ensure each child's personalized learning plan addresses their unique needs and goals for growth. You will support your students' holistic development by implementing social-emotional programming including Restorative Justice, Mindfulness and PBIS – Positive Behavior Intervention Supports.

This is a founding staff role and we are seeking someone with the initiative to step into additional duties as they present.

Responsibilities

- ☐ Develop & implement Individualized Education Programs.
- ☐ Review student records and document service delivery.
- ☐ Assess students' academic and behavioral needs.
- ☐ Write academic reports, present levels of performance, goals, and Behavior Intervention Plans.
- ☐ Engage in the decision-making process regarding special education placement of students.

- ☐ Participate in Individualized Education Program meetings.
- ☐ Communicate regularly with parents and care providers to promote generalization of skills to the home environment.
- ☐ Plan, organize, and schedule calendar for IEP meetings, initial and triennial evaluations.
- ☐ Meet with instructional staff for the purpose of planning, evaluating or problem solving student needs and interventions.
- ☐ Prepare material specifically designed for the benefit of individual students.
- ☐ Provide academic and behavioral resource services to students with IEPs.
- ☐ Provide academic and behavioral interventions to students with learning challenges.
- ☐ Maintain special education compliance according to district guidelines.
- ☐ Demonstrate an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses or problems to overcome.
- ☐ Provide students opportunities to learn who they are and where they come from.
- ☐ Consistently reflect on own biases/perceptions/ pedagogical practices and mitigates the negative impact on students through culturally responsive practices.

Qualifications

Preferred Experience:

- ☐ 2 or more years of teaching experience, preferably in a high performing school driving excellent student outcomes.
- ☐ Experience working with individuals with emotional disorders and/or challenging behaviors preferred.
- ☐ Bilingual in Spanish preferred
- ☐ Experience working with Black, Brown and other POC student populations.

Required:

- ☐ Bachelor's Degree
- ☐ Valid California State Teaching Credential or equivalent or transferable teaching license from another state
 - ☐ Intern credential accepted

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Appendix E-5

ELD Coordinator Job Description



**ELD Coordinator
High School
Job Description**

About Caliber Public Schools

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Caliber's four graduate pillars--**Heart, Smart, Think, Act**--guide our work. 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 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.

Position Summary

We are looking for an experienced educator with a background in english language instruction and curriculum development to support both integrated and designated ELD instruction and conduct ongoing assessments of our dual-language students. You will work to coordinate the designated ELD curriculum, provide ongoing coaching to teachers, manage assessment structures, monitor data collection, analyze data, and manage the reclassification and re-rostering processes. Throughout your work you will maintain communication with school leaders, staff, students, and parents, keeping them up to date on program and student progress. This is a founding team member role.

Responsibilities

Curriculum and Teacher Support

- Train all teachers on Integrated ELD strategies
- Observe and offer feedback on execution
- Design training on unpacking the ELPAC/integrated ELD/ELD standards

- Teach/Co-teach during ELD and English blocks

Data and Assessment

- Execute rostering by pulling data and re-rostering at the end of each data cycle
- Progress monitor per data cycle
- Own the reclassification three times per year, update reclassification rates and manage the Reclassification Ceremony with ELAC
- ELPAC assessment logistics: order materials, project manage scheduling and testing completion in partnership with key stakeholders

Communication and Relationships

- Maintain regular parent communication including progress updates and parent education
- Host 1 ELD Family Literacy Event per quarter to build family capacity and support

Experience:

- 5 or more years of teaching, specifically in an ELD role
- 2 or more years coaching teachers and developing curriculum
- Experience with ELPAC assessments
- Deep knowledge of best practices in English Language Development for elementary to middle school students
- Proficiency in data analysis and reporting
- Experience working with Black, Brown and other POC students and creating culturally relevant curricula
- Experience leading professional development and formally coaching teachers

Education:

- Bachelor's Degree
- Master's Degree is a plus
- Valid California State Teaching Credential or equivalent and transferable teaching license from another state

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Appendix E-6

College and Career Counselor Job Description



College and Career Counselor High School Job Description

About Caliber Public Schools

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This is a founding team member role at Caliber Public Schools' first high school. We are looking for potential staff members who are willing to build up our college and career readiness program and ensure 100% of our graduates are ready for college and career.

Position Summary

The College and Career Counselor fulfills the Caliber: High School mission by supporting students and families to plan for their postsecondary pathway. The College and Career Counselor serves the students and families of Caliber: High School by providing a program which focuses on the major aspects of college and career counseling and college planning/placement process. With a goal of 100% college eligibility and acceptance, the College and Career Counselor works in coordination with students, families, and the student advisors to assist students in discovering their strengths and interests, exploring career options and finding institutions of higher learning which meet these strengths and interests.

The College and Career Counselor will support the advisory program, college entrance testing, out-of-classroom learning opportunities, and college seminar for 12th graders.

Responsibilities

- Proactively creates and develops positive relationships with all members of the school community.
- Serves as the main liaison between Caliber: High School and colleges and universities, ensuring they are familiar with the Caliber: High School model, and creating opportunities for successful admission of Caliber: High School students.
- Develops threads of advisory curriculum tied to Personal Plans for Progress and college and career readiness.
- Maintains a resource library of print and electronic information of college catalogues, college guides, scholarship information, and financial aid applications
- Coordinates college visits
- Coordinates job shadows, summer program enrollments, and internship opportunities to support the community engagement graduation requirement
- Participates in local college fairs
- Coordinates college entrance exam testing and interpretation of results.
- Participates in National Association for College Admission Counseling (NACAC).

Qualifications:

- Excellent knowledge and understanding of the teaching and learning process
- Excellent knowledge and understanding of the college admissions process by guiding high school students in their application process, preferably working with traditionally underrepresented groups
- Dedication and expertise in counseling students in the career planning and college process, including those whose families have long been oriented toward college as well as those for whom college application and attendance is new and unfamiliar
- Evidence of high levels of organizational skills and the ability to work closely and effectively with students, parents, and colleagues
- Excellent oral and written communication skills
- Proficiency in data analysis and reporting
- Ability to build sustaining systems for data tracking
- Experience working with Black, Brown and other POC students and creating culturally relevant curricula

Education:

- Bachelor's Degree
- Master's Degree is a plus
- Valid California PPS Credential

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Appendix E-7

Lead SEL Clinician Job Description



Lead SEL Clinician High School Job Description

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Position Summary:

We are looking for a compassionate Licensed Lead SEL Clinician to join our team! We are in search of a Social Worker/Clinician with broad knowledge of serving students with exceptional needs, compassion and patience for the challenges these students face in the classroom, creativity to find unique ways to make the curriculum accessible, a desire to support the social-emotional learning needs of all students, and the experience to lead other clinical school staff around best practices for supporting students. Candidates for this position must be Licensed Clinical Social Workers and be able to supervise other clinical staff.

Responsibilities

Student Support & Therapy

- Collaborate with school staff to meet the SEL and mental health needs of students.
- Conduct specialized individual and group counseling services to address specific emotional, social, and behavioral needs of students and improves their outcomes in the classroom;
- Provides social skills, anger management, stress reduction or other similar instruction to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn.
- Support de-escalation of students who are dysregulated by re-directing and engaging children in mindful breathing, coloring breaks, prosocial physical activity, etc. Provide push-in services to support students re-integrating and being successful in the classroom.
- Support the implementation of restorative practices, such as guiding students through restorative justice circles and logical consequences (e.g., apology letters, reflection/practice, wellness project, etc.) that they have identified in partnership with staff/peers.
- Collaborates with the school Social Emotional Learning team to oversee the referral of students requiring social-emotional and behavior support, timely implementation of interventions, the

progress monitoring of students receiving interventions, and the evaluation of intervention effectiveness.

- Support with child abuse reporting for the school and communication with the Department of Human Services;
- Serve foster and homeless students and those who are grieving the loss of a loved one
- Develop assessments for SEL curriculum and monitoring student data.
- Coordinate the school's student assistance program and other school-wide student supports;
- Track data on student supports, crisis situations, and response to intervention;
- Be a visible resource to at-risk students throughout the day;

Community & Stakeholder Relationships & Support

- Communicate regularly with parents and care providers to promote generalization of skills to the home environment.
- Provide materials to staff and families to support student services
- Collaborate with staff members to implement a school wide positive behavior support plan.
- Meet and consult with teachers and instructional staff daily for the purpose of planning, evaluating or problem solving student supports and interventions.
- Engage school community and caregivers in the educational process through formal professional development training and workshops and by providing frequent opportunities to discuss student growth and needs.
- Coordinates home, school and community resources in addressing the crisis situation with the support of the Mental Health Director.

Assessment and Documentation

- Assess students' behavioral and social-emotional needs.
- Review student records and document service delivery.
- Maintains an accurate record of student, parent and other contacts utilizing Dean's List.
- Conducts risk assessments.
- Coordinates follow-up services as needed.
- Attends Student Support Team meetings.

Team Leadership and Supervision

- Organize, create and run professional learning communities for clinical staff
- Serve as an adviser, coach and support to clinical staff
- Hold teammates accountable for deadlines, upcoming events, etc.
- Take a key role in facilitating collaboration between clinicians and teachers
- Take a key role in organizing and increasing parent involvement
- Serve in a supervisory capacity signing off on clinical hours for any unlicensed clinicians

Qualifications

Preferred Experience:

- Experience working with Black, Brown and other POC populations at least one year.
- Preferred experience working in school settings
- Preferred experience working with individuals with emotional disorders and/or challenging behaviors
- Preferred experience with Restorative Practices and/or Restorative Justice

Required:

- Candidate must be licenced Clinical Social Worker, Professional Clinical Counselor and/or PPS with five years of in school clinical experience

Skills:

- Bilingual in Spanish strongly preferred.

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Appendix E-8

SEL Support Clinician Job Description



Support SEL Clinician High School Job Description

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Caliber staff are committed to a culture of **feedback, development and continuous improvement**. They validate and affirm the **identities, strengths and passions** of each person. Staff know that it is everyone's collective responsibility to **work in service of and alongside our school communities**. We approach situations and people with **empathy and kindness**.

Position Summary:

We are looking for a compassionate Social Worker/Clinician to join our team! We are in search of a Social Worker/Clinician with broad knowledge of serving students with exceptional needs, compassion and patience for the challenges these students face in the classroom, creativity to find unique ways to make the curriculum accessible, a desire to support the social-emotional learning needs of all students, and the experience to consult with school staff about the best ways to support students.

Responsibilities

Student Support & Therapy

- Collaborate with school staff to meet the SEL and mental health needs of students.
- Conduct specialized individual and group counseling services to address specific emotional, social, and behavioral needs of students and improves their outcomes in the classroom;
- Provides social skills, anger management, stress reduction or other similar instruction to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn.
- Support de-escalation of students who are dysregulated by re-directing and engaging children in mindful breathing, coloring breaks, prosocial physical activity, etc. Provide push-in services to support students re-integrating and being successful in the classroom.

- Support the implementation of restorative practices, such as guiding students through restorative justice circles and logical consequences (e.g., apology letters, reflection/practice, wellness project, etc.) that they have identified in partnership with staff/peers.
- Collaborates with the school Social Emotional Learning team to oversee the referral of students requiring social-emotional and behavior support, timely implementation of interventions, the progress monitoring of students receiving interventions, and the evaluation of intervention effectiveness.
- Support with child abuse reporting for the school and communication with the Department of Human Services;
- Serve foster and homeless students and those who are grieving the loss of a loved one
- Develop assessments for SEL curriculum and monitoring student data.
- Coordinate the school's student assistance program and other school-wide student supports;
- Track data on student supports, crisis situations, and response to intervention;
- Be a visible resource to at-risk students throughout the day;

Community & Stakeholder Relationships & Support

- Communicate regularly with parents and care providers to promote generalization of skills to the home environment.
- Provide materials to staff and families to support student services
- Collaborate with staff members to implement a school wide positive behavior support plan.
- Meet and consult with teachers and instructional staff daily for the purpose of planning, evaluating or problem solving student supports and interventions.
- Engage school community and caregivers in the educational process through formal professional development training and workshops and by providing frequent opportunities to discuss student growth and needs.
- Coordinates home, school and community resources in addressing the crisis situation with the support of the Mental Health Director.

Assessment and Documentation

- Assess students' behavioral and social-emotional needs.
- Review student records and document service delivery.
- Maintains an accurate record of student, parent and other contacts utilizing Dean's List.
- Conducts risk assessments.
- Coordinates follow-up services as needed.
- Attends Student Support Team meetings.

Qualifications

Preferred Experience:

- Experience working with Black, Brown and other POC populations at least one year.
- Preferred experience working in school settings
- Preferred experience working with individuals with emotional disorders and/or challenging behaviors
- Preferred experience with Restorative Practices and/or Restorative Justice

Required:

- Candidate must be licenced as an MFT, Clinical Social Worker, Professional Clinical Counselor and/or PPS

Skills:

- Bilingual in Spanish strongly preferred.

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Appendix E-9

Assistant Principal of Academics Job Description



Assistant Principal - Academic High School Job Description

About Caliber Public Schools

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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. This is a founding assistant principal role and we are looking for someone with initiative and the willingness to step into additional duties as they present.

Position Summary

We are looking for an **Assistant Principal** who will help to shape and implement the instructional vision, building off the existing Caliber model and further innovating based on your unique strengths and expertise. You 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 Principal.

While this job description is comprehensive, due to the dynamic nature of the work it is not exhaustive. Your responsibilities may change based on school needs, additional opportunities that arise, or as aligned to individual development goals.

This is a founding assistant principal role and we are looking for someone with the initiative and willingness to step into additional duties as they present.

Responsibilities:

Supporting Systems, Vision & Culture

- Manage and implement network and school leader priorities

- Engage, create and support the vision and strategic plan around school wide network goals
- Help to plan and lead Instructional Leadership Team Meetings
- Help to execute daily operations (drop-off, pick-up, lunch/recess duty)
- Collaborate closely with the school leader and operations coordinator with whom you will partner to ensure a safe and consistent school environment for students
- Support with teacher recruitment and hiring process
- Develop and drive school culture aligned with the school vision and mission
- Identify, retain and develop high performing teachers
- Attend network professional development and collaboratives as assigned
- Supports leadership development pipeline by supporting and coaching other leaders on campus
- Coordinates home visit in addressing the crisis situation with the support of clinician and Principal
- Create a culture of high expectations and continuous improvement with a relentless focus on student achievement, operational efficiency, and self-improvement
- Acts as the senior administrator when the principal is off campus

Leading Instruction

- Manage and coach grade team leads and grade level deliverables
- Manage and coach content teams and lead weekly data protocols
- Manage department chairs and department deliverables
- Administer all state and local testing
- Track individual student and subset data to monitor progress of students in appropriate data systems
- Plan, conduct and support staff with Data Meetings
- Support with facilitation of content specific blocks or interventions, including the scope and sequence, training, roll out, ongoing developments and progress monitoring
- Support with school-wide curriculum implementation including professional development & progress monitoring

Coaching Teachers

- Work closely with Leadership Team to develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs
- Drive instructional excellence by setting aspirational targets and ensuring that teachers receive appropriate and targeted coaching and professional development on academics, instruction and culture to implement successful classroom management and teaching
- Utilize the Teacher Excellence Rubric to create teacher IDPs and coach teachers towards goals
- Support the instructional development of teachers, including meeting needs of Tier 1, 2, and 3 students (instructionally and behaviorally)
- Internalize curricula and coach teachers towards implementation
- Formally evaluate teachers and staff at midyear and end of year
- Manage and coach teachers and staff
- Supports leadership development pipeline by supporting and coaching other leaders on campus
- Observe teachers and staff and provide feedback on a weekly or biweekly basis

Fostering Family & Community Partnerships

- Support deep family engagement and communications, helping parents understand and support academic learning at home
- Partners with the mental health team to ensure that the instructional model and school environment responds to the needs (particularly mental, behavioral, and social-emotional of students)
- Foster relationships with families and between families and teachers
- Manage family and student concerns and problem solve for resolution
- Develop community partnerships to enhance school programming

Student Response

- Be a model for staff in Restorative Practices and facilitate the restorative process when necessary
- Co-create and implement informational workshops for families on instructional (Math, ELA, etc.) topics/practices so they can better support their students' work
- Assist students, staff, families and other members of the admin team in the creation of responses to behavior that align with Restorative Justice Practices
- Assist with student behavior support during the school day when necessary
- Complete other duties as assigned by the School Leader

Experience:

- 3-5 years experience teaching in an underserved community, preferably across a range of grades
- 1-2 years experience in administrative leadership
- 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

Education:

- Bachelor's Degree
- Administrative Services Credential

To Apply Visit: <http://www.caliberschools.org/careers.html>

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Appendix E-10

Assistant Principal of SEL & School Culture Job Description



Assistant Principal of SEL and Culture High School Job Description

About Caliber Public 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. 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.

Position Summary

The Assistant Principal of SEL and Culture 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, coordinates with outside service providers and interns as needed, and will assist in leading Social Emotional Learning professional development throughout the school year.

Responsibilities

In order to fulfill our mission we are seeking a highly qualified leader of social emotional learning who serves as an important member of our team. The role includes:

SEL Pedagogy

- Acquire deep understanding of Caliber's approach to developing students' academic and socioemotional competence in order to develop a plan that is culturally syntonc with school's mission and philosophy
- Examine existing supports and systems in the Caliber Network that facilitate social emotional learning (SEL) and student wellness in order to replicate
- Evaluate incoming student/family needs and create family and community partnerships
- Create, manage, and monitor students who are receiving services

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

- Create personal system and school wide accountability system for being the first line of contact when a student is sent to the office

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
- Oversee Heritage Month Committee and projects
- Conduct data analysis to assess the successes and the gaps of the program on a monthly basis

Team and Individual Coaching

- Coaches and supports clinicians and some instructional staff
- Facilitates weekly Clinical Meetings
- Holds teammates accountable for deadlines, upcoming events, etc.
- Takes a key role in facilitating collaboration between clinicians and teachers
- Takes a key role in organizing and increasing parent involvement

Staff Training

- Train incoming staff on all components of our SEL program and developmentally appropriate learning ready behaviors for students across grade levels
- Work with leadership team to build staff capacity to reinforce students socioemotional growth and development over the academic year
- Provides materials and resources to colleagues
- Models in person or via video practices to support

Experience:

- At least 2 years in a school leadership role in a high-performing public school
- Demonstrated at least 3 years in a commitment to students social-emotional learning
- Experience working with high school students
- Has been in a leadership role and has experience leading/managing individuals or team

Education:

- Bachelor's degree
- Administrative Services Credential
- Masters in Counseling or Social Work (MSW) or School Social Work (LCSW) or Marriage and Family Therapy (MFT) preferred

To Apply Visit: <http://www.caliberschools.org/careers.html>

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Appendix E-11

Director of Operations Job Description



Founding Director of School Site Operations High School Job Description

About Caliber Public Schools

Caliber Public Schools' 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. 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.

Values

Caliber staff are committed to a culture of **feedback, development and continuous improvement**. They validate and affirm the **identities, strengths and passions** of each person. Staff know that it is everyone's collective responsibility to **work in service of and alongside our school communities**. We approach situations and people with **empathy and kindness**.

Position Summary

If you are a remarkable **Operations** expert looking to help run a dynamic charter school, consider the Founding Director of Operations at the Caliber High School in Vallejo, CA!

Our **Director of Operations** is essentially the right hand of the school leaders for all matters of school administration that do not directly relate to instruction or student behavior. They are an integral part of the school leadership team. This person will work side by side with teachers and administrators to deliver high quality education services, and will also work closely with and be supported by Caliber Schools' network services team that provides accounting, HR, and technology services to all of our schools.

Responsibilities

- **Actively participating in school decision making as a member of the school's leadership team**
 - Standing in for the School Leader as needed when they are off campus
 - Acting as the campus Health Advocate, responsible for health and safety of students, staff, and visitors on campus,
- **Managing all school site operations**
 - Lead the development and implementation of network school policies and procedures that are related to operations, safety, risk management, technology, facilities, meal programs, and data management
 - Creating and leading school system for Arrival and Dismissal
 - Being ultimately accountable for ensuring that school operations meet the expectations outlined in Caliber's Healthy School Operations rubric
 - Serving as hiring lead and managing the work and performance of front office, food service, support staff, IT department, and custodial staff
 - Manage vendor partnership for Afterschool Program services.
 - Partner with regional Human Resources to ensure compliant human resource practices, including implementation of staff handbook policies, timecard management, leaves/request for time off, uniform complaints, and other required systems that support the well-being of school community
 - Manage substitutes on campus for absent teaching staff in partnership with the school leadership team.
 - Managing the procurement and inventory of school supplies and equipment
 - Managing day-to-day operational vendors (e.g., food service, maintenance, IT, custodial, etc.) to ensure they meet the school's needs and compliance requirements
 - Managing meal program operations, including overseeing the ordering of meals and collection of lunch applications
 - Supporting school safety by monitoring and implementing the emergency plan
 - Implement Caliber's health and safety guidelines as outlined by the CDC, CDE, and public health agencies' recommendations
 - Coordinating the school calendar and weekly master schedule
 - Conducting periodic audits of operations processes to ensure compliance with expected procedures and requirements
- **School & community engagement events**
 - Collaborate in logistics and execution of on-campus and off campus events
 - Manage logistics for field trips for all grade levels
 - Oversee logistics for all extracurricular clubs and activities
 - Along with SL ensure SSC and ELAC meetings run smooth & complaint
 - Hosting on site visits from outside agencies, donors, etc.
 - Ensuring translation for events and documents/communications
- **Supporting student recruitment, enrollment, and on-going family communications**
 - Managing the student application process, including distributing marketing materials, collecting and tracking student applications, sending acceptance

- forms, overseeing the lottery process, managing the waitlist, and communicating regularly with families
 - o Managing enrollment and attendance data collection, including FRL applications
 - o Assisting the network services team to collect data for government reporting submissions
 - o Implementing and managing communication systems with families (e.g. website, social networking, newsletters, mailings, flyers),
- **Student attendance processes and improvement**
 - o Drive student attendance goals and reduce truancy and chronic absenteeism by ensuring staff and families follow attendance procedures, managing attendance accounting and reporting, and supporting the school's process for addressing truancy and ensuring every student is in school to learn and grow
 - o Work with SEL and SART teams to collaborate with families to improve attendance and parent engagement
- **Overseeing school-related finances**
 - o Supporting the school leaders and the network services team in managing the school's budget by tracking all monthly receipts and expenditures
 - o Providing operations input on school budget decisions and owning the budget for the operations functions
 - o Implementing fiscal policies & procedures as directed by the network services team and SLs.
 - o Managing department budgets
- **Coaching & staff development of Operations Team**
 - o Coaching and mentoring the school community to be operationally conscious
 - o Updating and implementing Operations Playbook for all staff & vendors to follow
 - o On boarding of new staff
 - o Professional development and growth of operations staff
 - o Lead team meetings weekly for operations staff
 - o Provide in the moment coaching and have weekly or bi weekly coaching meetings with team
- **Facilities**
 - Coordinate, and supervise duties of maintenance and custodial staff and vendors, including the review and evaluation of work assignments such as daily cleaning of classrooms and office spaces, cleaning of dining area before, during, and after eating periods, and emergency cleanups for completion and compliance.
 - Assist in or coordinate preventive maintenance including the overall planning and decision-making for maintaining the safety, utility, and appearance of the facility.
 - Manage the preparation of work orders and/or coordination of hiring outside contractors and vendors for crafts, such as carpentry, plumbing, heating, ventilating, electrical, air conditioning, auto mechanic, and inspect for completion of assignment.

- Order custodial and grounds supplies and equipment, manages appropriate levels of storage inventory and distribution of supplies and equipment.
- Ensure proper training of custodial staff for equipment and materials being used for cleaning classrooms or offices
- Act as liaison to security, burglar, fire alarm service, pest control service, and other providers.
- Maintain inspection records, permits, construction documents, and internal facility audits.
- Ensure physical space in and outside of building are clean, organized and have systems to support building sustainability

Qualifications

Preferred:

- 3-5 years of relevant school operations experience
- Experience with operations within a CA charter school environment
- Ability to develop and manage operational processes that reliably deliver desired results in an effective and cost efficient manner
- Strong project and task prioritization skills required to ensure that critical results are delivered on time despite the challenges of a fast-paced and dynamic “start-up” working environment
- Strong written and oral communication skills, including the ability to effectively work with all members of the ethnically and socio-economically diverse community we serve

Required:

- Bachelor’s Degree or relevant work experience
- Conversational Spanish ability preferred
- Managerial and HR skills required to attract, develop, and retain a talented support staff
- Strong Google Apps (Docs, Sheets, etc.) and MS Excel skills required

To Apply: Visit <http://www.caliberschools.org/careers.html>

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Appendix E-12

Office Manager Job Description



Office Manager High School Job Description

About Caliber Public 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.

We are looking for educators and leaders who want the opportunity to use their voice, their skills and their passion to work in partnership with our students and their families on their goals.

Position Summary:

The Office Manager is responsible for supporting all operations of our school site. You will be the first person to greet and help parents, students, and community members when they walk onto or call our campus. You will be organized and eager to solve problems as they arise and to do what it takes to support our school site. This will include enacting systems, procedures, core policies and protocols as well as compliance (attendance, tardiness, scheduling, etc), food service, risk management, and student registration and recruitment. You will work closely with the Director of School Operations and the Principal. You will cultivate sharing and collaboration within the community and work to build an efficient operational infrastructure, providing exceptional service and support to our students and families.

Responsibilities

Reception

- Answer phones and respond to voicemails
- Serve as the initial point of contact for visitors, greeting visitors and supporting them with questions or concerns
- Direct visitors to appropriate staff and locations as needed
- Maintain, organizes, and replenishes supplies in front office
- Complete parent requests for documents

- Maintain student cumulative records
- Explain enrollment process to prospective families and support them with enrollment
- Assist with our enrollment lottery

Student Health/Safety

- Attend to sick students and call parents when necessary
- Administer medication, maintain and communicate records of medication
- Maintain student emergency cards
- Model and maintain appropriate COVID protocols

Attendance

- Assist in maintenance of attendance and filing logs
- Make phone calls to parents about students that are absent

Translation

- Assist with translation at school events and meetings
- Translate our weekly newsletter to families in Spanish

Qualifications

Preferred:

- Bachelor's or Associate's Degree preferred
- At least two years of successful experience in a related secretarial or office position
- Demonstrated success with design and execution of logistics and systems
- Has proven to exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community, including difficult and emotional situations.
- Trained in First Aid preferred

Required:

- Proficiency in the use of Microsoft Office or an equivalent computer program, gmail, google docs, etc., and photocopiers.
- Spanish speaking required

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Appendix E-13

Lead Interventionist Job Description



Lead Interventionist High School Job Description

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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, their skills and their passion to work in partnership with our students and their families on their goals.

Position Summary:

The Lead Interventionist is responsible for ensuring that 100% of Caliber: High School students meet graduation and college eligibility requirements. By working closely with the college and career counseling team, student advisors, and teachers, the Lead Interventionist supports every student and family to stay on track to meet or exceed our rigorous graduation requirements. You will ensure every student is in the right course schedule to optimize success and build strong relationships with students, staff, and families. A major tool in your toolbox will be the daily intervention/acceleration block, where students will be scheduled in six-week cycles with the teacher they need the most support from.

Responsibilities

Scheduling

- Develop the master schedule
- Manage Intervention/ Acceleration block assignments
- Assign summer school, remediation, and acceleration course schedules

Student Support and Records Maintenance

- Manage student transcripts

- Analyze weekly academic data to meet schoolwide GPA goals and appropriate course placement for students
- Track all students' progress toward meeting A-G and graduation requirements
- Support MTSS and SST teams as needed, primarily for Tier II intervention

Family Involvement

- Ensure that families are aware of graduation requirements and students' progress toward meeting graduation requirements
- Meet with families to discuss barriers to engagement as needed and develop plans for re-engagement as necessary; follow up on progress

Qualifications

Required:

- Bachelor's Degree
- Demonstrated success with design and execution of logistics and systems
- California PPS Credential
- Experience supporting traditionally underrepresented students in their path toward college acceptance and enrollment
- Familiarity with transcripts management
- Ability to design systems for tracking data
- Has proven to exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community, including difficult and emotional situations.
- Spanish speaking highly preferred

To Apply: Visit <http://www.caliberschools.org/careers.html>

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Appendix E-14

Teacher Evaluation Rubric

TEACHING EXCELLENCE RUBRIC



Introduction.

The Teaching Excellence Rubric is a tool based on Caliber's Teaching Excellence Framework that outlines the competencies that make an effective teacher 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: **Teaching for Equity**; **Teaching for Learning- Academics**; **Teaching for Learning - Social Emotional Learning**; **Buiding a Collaborative Learning Community**; **Teaching for Results**; and **Reflecting and Growing**. For each competency, the key teaching behaviors are outlined. Then, indicators of how those behaviors would be exemplified as an Emerging, Approaching, Proficient, and Distinguished teacher at Caliber are detailed.

Finally, the Rubric is aligned with other Caliber tools, current and retired, that guide instructional practice, and that alignment is indicated accordingly.

Guidelines—Levels of Proficiency.

1. Emerging	Descriptors at the Emerging level indicate that a teacher rarely exhibits, or does not yet exhibit, the key behaviors of that specific teaching competency. From an evaluation standpoint, performance is unacceptably low in that area.
2. Approaching	Descriptors at the Approaching level indicate that a teacher sometimes exhibits the key behaviors of a specific teaching competency, and/or that the teacher 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 teacher usually or mostly exhibits the key behaviors of a specific teaching competency, and that the elements of this key behavior are consistently upheld in their teaching practice. From an evaluation standpoint, performance is fully satisfactory. This is a rigorous standard expected for most experienced teachers and a goal for new teachers and/or those approaching proficiency.
4. Distinguished	Descriptors at the Distinguished level indicate that a teacher always exhibits the key behaviors of a specific teaching competency, and that the elements of this key behavior are deeply ingrained in their teaching practice. They serve as a model for other teachers and lead opportunities to build the capacity of their colleagues. From an evaluation standpoint, performance significantly exceeds proficiency.

Environment	Does <u>not yet</u> create an environment or interact in ways that validate and affirm the identities of students, their families, and colleagues, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics so that they can bring whole selves to school; <u>does not yet</u> provide students opportunities to share knowledge about their own cultural backgrounds with their classmates; <u>has not yet</u> established a climate of respect for diversity so that students learn to listen with kindness and empathy to the experiences of their peers; <u>does not yet</u> deconstruct with students stereotypes about their peers' identities; <u>rarely</u> addresses intolerant statements directed at individual and groups, or microaggressions when they occur; <u>does not yet</u> facilitate students' equitable access to content, participation, peer interaction, and teacher attention; <u>does not yet</u> ensure representation of varied cultural perspectives throughout lessons, participation, and visuals/artifacts.	<u>Has begun to</u> create an environment and <u>sometimes</u> interacts in ways that validate and affirm the identities of students, their families, and colleagues, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics so that they can bring whole selves to school; provides students <u>limited</u> opportunities to share knowledge about their own cultural backgrounds with their classmates; <u>has begun to</u> establish a climate of respect for diversity so that students learn to listen with kindness and empathy to the experiences of their peers; <u>has begun to</u> deconstruct with students stereotypes about their peers' identities; <u>attempts to</u> address intolerant statements directed at individual and groups, or microaggressions when they occur; <u>somewhat</u> facilitates students' equitable access to content, participation, peer interaction, and teacher attention; <u>has begun to</u> ensure representation of varied cultural perspectives throughout lessons, participation, and visuals/artifacts.	Creates an environment and <u>consistently</u> interacts in ways that validate and affirm the identities of students, their families, and colleagues, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics so that they can bring whole selves to school; <u>often</u> provides students opportunities to share knowledge about their own cultural backgrounds with their classmates; <u>effectively</u> establishes a climate of respect for diversity as students learn to listen with kindness and empathy to the experiences of their peers; <u>effectively</u> deconstructs with students stereotypes about their peers' identities; <u>usually</u> corrects intolerant statements directed at individual and groups, and addresses microaggressions when they occur; <u>consistently</u> facilitates students' equitable access to content, participation, peer interaction, and teacher attention; <u>effectively</u> ensures representation of varied cultural perspectives throughout lessons, participation, and visuals/artifacts.	Creates and <u>sustains</u> an environment and <u>effectively</u> interacts in ways that validate and affirm the identities of students, their families, and colleagues, regardless of background, income, race, gender, sexual orientation, disability, language status, role, or any other characteristics so that they can bring whole selves to school; <u>regularly</u> provides students opportunities to share knowledge about their own cultural backgrounds with their classmates and uses their identities and experiences as <u>resources for learning</u> ; <u>effectively</u> establishes a climate of respect for diversity as students learn to listen with kindness and empathy to the experiences of their peers; <u>effectively</u> deconstructs with students stereotypes about their peers' identities; <u>proactively</u> limits microaggressions and <u>appropriately</u> responds when they do occur; <u>consistently</u> facilitates students' equitable access to content, participation, peer interaction, and teacher attention; <u>effectively</u> ensures representation of varied cultural perspectives throughout lessons, participation, and visuals/artifacts.	Leadership Excellence Framework; CMA TER - retired
Authentic Family and Community Engagement	Engages with families and community as partners, leveraging culturally relevant practices, an 'open door culture,' and clear, positive and consistent communication. <u>Has not yet</u> engaged families as partners in the education of their students; <u>has not yet</u> tapped into parents' knowledge of their children and community; <u>has not yet</u> created a warm and welcoming environment for families; uses <u>few</u> structures to communicate w/families and <u>rarely</u> solicits their input, perspective, or feedback; provides <u>inconsistent</u> communication that is often focused on negative events; <u>is not yet</u> effective in contacting and working with all families, especially those who are hard to reach.	<u>Attempts to</u> engage families as partners in the education of their students; <u>sometimes</u> taps into parents' knowledge of their children and community; <u>sometimes</u> invites parents into the classroom and listens to them; <u>uses some</u> communication structures to communicate w/families and <u>sometimes</u> solicits their input, perspective, and feedback; provides communication, though it <u>may not always</u> be clear or timely; <u>sometimes</u> includes positive updates and suggestions for partnership; is effective in contacting and working with <u>some</u> families, but is <u>inconsistent</u> in working with those families who are hard to reach.	<u>Effectively</u> engages families as partners in the education of their students; <u>usually</u> taps into parents' knowledge of their children and community; <u>warmly</u> invites parents into the classroom, welcomes their input, and listens to them; <u>consistently</u> uses a variety of structures to communicate w/families and to get their input, perspective, and feedback; ensures that there is <u>very little disparity</u> in the frequency or quality of contacts between groups of families; provides <u>consistent</u> , clear communication that includes positive updates and areas for partnership, including ways to support learning at home; is <u>successful</u> in contacting and working with <u>almost all</u> families, including those who are hard to reach.	<u>Intentionally</u> engages families as partners in the education of their students; <u>always proactively</u> taps into parents' knowledge of their children and community; <u>warmly</u> invites parents into the classroom, welcomes their input, and listens <u>effectively</u> to them; <u>effectively</u> uses a variety of <u>well-matched</u> structures to communicate w/families to get their input, perspectives, and feedback; ensures there is <u>no</u> disparity in the frequency or quality of contacts between groups of families; provides <u>consistent, clear</u> communication that includes positive updates and areas for partnership, including ways to support learning at home; is <u>successful</u> in contacting and working with <u>all</u> families, including those who are hard to reach.	Leadership Excellence Framework; Equity Rubric; SSFT-retired
Culturally and Linguistically Responsive Practices	Implements culturally and linguistically responsive content and pedagogy, reflecting and affirming the identities of students, teaching their histories, and connecting lessons to the real world and real problems to solve. <u>Does not yet</u> implement a rigorous, academic curriculum that reflects and affirms the identities of students, teaches their histories, and honors their cultures; <u>rarely</u> connects learning to students' background and experiences, real-world context, and relevant problems to solve; <u>rarely</u> infuses culturally responsive information into instructional approaches; <u>rarely</u> facilitates spaces for students to learn and talk about equity and inequity inside their communities and world.	<u>Attempts to</u> implement a rigorous, academic curriculum that reflects and affirms the identities of students, teaches their histories, and honors their cultures; <u>sometimes</u> connects learning to students' background and experiences, real-world context, and relevant problems to solve; <u>sometimes</u> infuses culturally responsive information into instructional approaches; <u>sometimes</u> facilitates spaces for students to learn and talk about equity and inequity inside their communities and world.	<u>Effectively</u> implements a rigorous, academic curriculum that reflects and affirms the identities of students, teaches their histories, and honors their cultures; <u>consistently</u> connects learning to students' background and experiences, real-world context, and relevant problems to solve; <u>consistently</u> infuses culturally responsive information into instructional approaches; <u>effectively and regularly</u> facilitates spaces for students to learn and talk about equity and inequity inside their communities and world.	<u>Expertly</u> implements a rigorous, academic curriculum that reflects and affirms the identities of students, teaches their histories, and honors their cultures; <u>intentionally and effectively</u> connects learning to students' background and experiences, real-world context, and relevant problems to solve; <u>effectively</u> infuses culturally responsive information into instructional approaches and <u>models for others</u> how to do the same; <u>effectively and regularly</u> facilitates spaces for students to learn and talk about equity and inequity inside their communities and world, and <u>models for others</u> how to do the same.	Equity Rubric; Profile of a Graduate; SSFT - retired; CMA TER -retired

TEACHING FOR LEARNING - ACADEMICS					
	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Alignment with Caliber Tools
PLANNING AND PREPARATION					
Standards-based	Unpacks standards and backwards plans, sequencing and establishing standards-based learning objectives for instructional units and plans.				
	Rarely unpacks grade level content standards and rarely backwards plans from those to create goals, scopes and sequences, unit plans, and objectives; <u>does not yet</u> pay attention to power standards in planning; creates objectives that are <u>vague, unmeasurable</u> , activity-based, and/or <u>do not match the rigor</u> of the standard; <u>rarely</u> connects objectives to the big ideas of the discipline, unit goals and real life applications.	Partially unpacks grade level content standards and partially backwards plans from those to create goals, scopes and sequences, unit plans, and objectives; <u>sometimes</u> pays special attention to power standards in planning; <u>sometimes</u> creates standards-aligned objectives that are specific, clear, measurable, and student-oriented, and that <u>sometimes</u> match the rigor of the standard; <u>sometimes</u> connects objectives to the big ideas of the discipline, unit goals and real life applications.	Effectively unpacks grade level content standards and backwards plans from those to create goals, scopes and sequences, unit plans, and objectives; <u>consistently</u> pays special attention to power standards in planning; <u>almost always</u> creates standards-aligned objectives that are specific, clear, measurable, and student-oriented, and that <u>almost always</u> match the rigor of the standard; <u>consistently</u> connects objectives to the big ideas of the discipline, unit goals and real life applications.	Effectively unpacks grade level content standards, including <u>interdisciplinary</u> grade level standards, and <u>expertly models</u> backwards planning from those to create goals, scopes and sequences, unit plans, and objectives; <u>always</u> pays special attention to power standards in planning; <u>always</u> creates standards-aligned objectives that are specific, clear, measurable, and student-oriented, and that <u>always</u> match the rigor of the standard; <u>consistently</u> connects objectives to the big ideas of the discipline, unit goals and real life applications, and <u>builds capacity in others</u> to do the same.	Equity Rubric; Instructional Practice Guides (IPGs); CMA-TER retired; SSFT-retired
Lesson Internalization	Internalizes adopted curriculum and accompanying texts, and develops aligned plans that anticipate and address student misconceptions.				
	Rarely internalizes adopted curriculum (and accompanying texts); <u>rarely</u> rehearses key parts of the lesson; <u>inaccurately</u> anticipates misconceptions that students might have; <u>does not yet</u> create plans to address and overcome those misconceptions.	<u>Somewhat</u> internalizes adopted curriculum (and accompanying texts); <u>sometimes</u> rehearses key parts of the lesson; anticipates <u>some</u> misconceptions that students might have, but <u>does not always do so accurately</u> ; <u>sometimes</u> creates plans to address and overcome those misconceptions.	Effectively internalizes adopted curriculum (and accompanying texts); <u>frequently</u> rehearses key parts of the lesson; <u>accurately</u> anticipates misconceptions that students might have; <u>effectively</u> creates plans to address and overcome those misconceptions.	Effectively internalizes adopted curriculum (and accompanying texts), and <u>builds the capacity of colleagues</u> to do the same; <u>always</u> rehearses key parts of the lesson, and <u>leads colleagues</u> to do the same; <u>accurately</u> anticipates misconceptions that students might have; <u>effectively</u> creates plans to address and overcome those misconceptions.	Equity Rubric; Instructional Practice Guides (IPGs); SSFT - retired
Curricular Materials	Implements adopted curriculum with integrity and selects, as applicable, high-quality, culturally responsive materials that build student knowledge and reflect and affirm student identities.				
	Rarely implements the adopted curriculum with integrity; when needed, <u>rarely</u> chooses materials that align with learning outcomes and are appropriately challenging; <u>rarely</u> uses a wide range of texts; <u>rarely</u> audits materials to ensure that they are culturally responsive and that they reflect and affirm student identities.	<u>Sometimes</u> implements the adopted curriculum with integrity; when needed, <u>sometimes</u> chooses materials that align with learning outcomes and are appropriately challenging; <u>sometimes</u> uses a wide range of texts; <u>occasionally</u> audits materials to ensure that they are culturally responsive and that they reflect and affirm student identities.	<u>Consistently</u> implements the adopted curriculum <u>with integrity</u> ; when needed, chooses materials that <u>align</u> with learning outcomes and are appropriately challenging; <u>consistently</u> uses a wide range of texts; <u>frequently</u> audits materials to ensure that they are culturally responsive and that they reflect and affirm student identities.	<u>Models consistent implementation</u> of the adopted curriculum <u>with integrity</u> ; when needed, <u>intentionally</u> chooses materials that <u>align</u> with learning outcomes and are appropriately challenging; <u>consistently</u> and <u>purposefully</u> uses a wide range of texts; <u>actively</u> audits materials in an <u>ongoing manner</u> to ensure that they are culturally responsive and that they reflect and affirm student identities.	CLRP Curriculum Scorecard; SSFT-retired
CONTENT KNOWLEDGE AND KNOWLEDGE OF STUDENTS					
Knowledge of Students	Utilizes students' unique cultural perspectives, identities, and assets in instructional planning and delivery.				
	<u>Does not yet</u> tap into the knowledge and wisdom that students possess when planning and delivering instruction; <u>does not yet</u> seek to understand what students care about and <u>does not yet</u> link those interests to learning; <u>rarely</u> incorporates students' unique cultural perspectives and identities into instruction.	<u>Attempts to</u> tap into the knowledge and wisdom that students possess when planning and delivering instruction; <u>sometimes</u> knows what students care about and links learning to that; <u>sometimes</u> incorporates students' unique cultural perspectives and identities into instruction.	<u>Usually</u> taps into the knowledge and wisdom that students possess when planning and delivering instruction; <u>usually</u> knows what students care about and links learning to that; <u>regularly</u> incorporates students' unique cultural perspectives and identities into instruction.	<u>Always</u> taps into the knowledge and wisdom that students possess when planning and delivering instruction, and <u>builds the capacity of others</u> to do the same; <u>always</u> knows what students care about and links learning to that; <u>consistently</u> and <u>purposefully</u> incorporates students' unique cultural perspectives and identities into instruction.	Equity Rubric; CMA TER-retired
Content Knowledge	Develops deep knowledge of subject matter to plan for student learning.				
	Possesses <u>very limited</u> knowledge of the essential content, concepts, and big ideas of the discipline; is <u>unfamiliar</u> with the content standards that come in the years before and after.	Knows <u>somewhat</u> the essential content, concepts, and big ideas of the discipline, however <u>not always</u> well enough to facilitate student learning, anticipate misconceptions, and assess mastery. Is <u>somewhat</u> familiar with the content standards that come in the years before and after.	Knows the essential content, concepts, and big ideas of the discipline <u>well enough</u> to facilitate student learning, anticipate misconceptions, and assess mastery. Is <u>mostly</u> familiar with the content standards that come in the years before and after.	Possesses <u>in-depth knowledge</u> of the essential content, concepts, and big ideas of the discipline, and as a result is able to facilitate student learning, anticipate misconceptions, and assess mastery <u>with ease</u> . Is <u>very familiar</u> with the content standards that come in the years before and after.	Instruction Practice Guides (IPGs)
Child Development	Uses knowledge of children's cognitive and social-emotional development to plan, motivate, engage and teach.				
	<u>Rarely</u> incorporates knowledge of the developmental ranges of what students can do academically into planning and teaching; <u>rarely</u> uses knowledge of the developmental ranges of students' social-emotional development in planning, teaching, and decision-making.	<u>Sometimes</u> incorporates knowledge of the developmental ranges of what students can do academically into planning and teaching; <u>sometimes</u> uses knowledge of the developmental ranges of students' social-emotional development in planning, teaching, and decision-making.	<u>Effectively</u> incorporates knowledge of the developmental ranges of what students can do academically into planning and teaching; <u>usually</u> uses knowledge of the developmental ranges of students' social-emotional development in planning, teaching, and decision-making.	<u>Effectively</u> incorporates knowledge of the developmental ranges of what students can do academically into planning and teaching; <u>always</u> uses knowledge of the developmental ranges of students' social-emotional development in planning, teaching, and decision-making, and <u>builds capacity in others</u> to do the same.	
Differentiation	Builds accommodations, modifications, and differentiated strategies into lessons based on student needs.				

	Does <u>not yet</u> demonstrate knowledge of the learning styles and academic strengths and weaknesses of students; communicates a <u>singular</u> expectation related to what mastery looks like; <u>rarely</u> differentiates and scaffolds instruction to achieve grade level learning goals; <u>rarely</u> uses practice and grouping strategies to work with specific students in class; <u>is not yet</u> resourceful and employs a <u>very limited range</u> of resources to help students achieve learning goals.	Demonstrates <u>some</u> knowledge of the learning styles and academic strengths and weaknesses of <u>some</u> students; <u>sometimes</u> communicates a differentiated expectation for mastery for students, as necessary; <u>sometimes</u> differentiates and scaffolds instruction to achieve grade level learning goals; <u>sometimes</u> uses practice and grouping strategies to work with specific students in class; <u>is somewhat</u> resourceful and leverages <u>some</u> resources to help students achieve learning goals.	Demonstrates knowledge of the learning styles and academic strengths and weaknesses of <u>each</u> student; communicates what mastery looks like, <u>differentiated</u> for students, as necessary; <u>almost always</u> differentiates and scaffolds instruction to achieve grade level learning goals; <u>frequently</u> uses practice and grouping strategies to work with specific students in class; <u>is resourceful</u> and leverages a <u>variety</u> of resources to help students achieve learning goals.	Demonstrates <u>in-depth</u> knowledge of the learning styles and academic strengths and weaknesses of <u>each</u> student; communicates what mastery looks like, <u>differentiated</u> for students, as necessary; <u>always</u> differentiates and scaffolds instruction to achieve grade level learning goals, and <u>teaches others how to do the same</u> ; <u>almost always</u> uses <u>highly effective</u> practice and grouping strategies to work with specific students in class; <u>is resourceful</u> and leverages a <u>variety</u> of resources to help students achieve learning goals.	SSFT - retired
Language Acquisition	Integrates English Language Development standards and strategies for second language acquisition into core content and instruction. <u>Rarely</u> integrates English Language Development (ELD) standards into core content; <u>rarely</u> provides scaffolded support so that English Learners can access content; <u>rarely</u> utilizes ELD instructional best practices (GLAD, SDAIE, SIOP, etc) to support the learning of grade-level content and second language acquisition.	<u>Sometimes</u> integrates English Language Development (ELD) standards into core content; <u>sometimes</u> provides scaffolded support so that English Learners can access content; <u>sometimes</u> utilizes ELD instructional best practices (GLAD, SDAIE, SIOP, etc) to support the learning of grade-level content and second language acquisition, though these may not always be implemented effectively.	<u>Usually</u> integrates English Language Development (ELD) standards into core content; <u>usually</u> provides scaffolded support so that English Learners can access content; <u>frequently</u> and <u>effectively</u> utilizes ELD instructional best practices (GLAD, SDAIE, SIOP, etc) to support the learning of grade-level content and second language acquisition.	<u>Consistently</u> and <u>effectively</u> integrates English Language Development (ELD) standards into core content; <u>almost always</u> provides scaffolded support so that English Learners can access content; <u>consistently</u> and <u>effectively</u> utilizes ELD instructional best practices (GLAD, SDAIE, SIOP, etc) to support the learning of grade-level content and second language acquisition; <u>has demonstrated results</u> that English Learners are progressing through grade level standards.	Equity Rubric; CMA TER - retired
INSTRUCTION					
Lesson Delivery	Delivers content in an organized, clear and accessible manner, while maintaining flexibility and being responsive to student needs				
	Delivers content in <u>unorganized</u> manner that is often <u>inaccessible</u> to students; <u>rarely</u> activates prior knowledge; gives <u>unclear</u> explanations and <u>unhelpful</u> examples; <u>rarely</u> models the thinking; <u>rarely</u> notices student confusion and addresses it; <u>is inflexible</u> about modifying lessons to take advantage of teachable moments and is <u>unresponsive</u> to student needs.	Delivers content in <u>somewhat</u> organized and <u>somewhat</u> accessible manner; <u>sometimes</u> activates prior knowledge; <u>sometimes</u> gives clear explanations and good examples; <u>sometimes</u> models the thinking; <u>sometimes</u> notices student confusion and addresses it; <u>is sometimes</u> flexible about modifying lessons to take advantage of teachable moments and to be responsive to student needs.	Delivers content in <u>well-organized</u> and <u>accessible</u> manner; <u>almost always</u> activates prior knowledge; gives <u>clear</u> explanations and <u>good</u> examples; <u>effectively</u> models the thinking; <u>usually</u> notices student confusion and addresses it; <u>is usually</u> flexible about modifying lessons to take advantage of teachable moments and to be responsive to student needs.	<u>Models</u> the delivery of content in <u>well-organized</u> and <u>accessible</u> manner, and <u>builds capacity</u> in others to do the same; <u>always purposefully</u> activates prior knowledge; gives <u>clear</u> explanations and <u>exceptional</u> examples; <u>effectively</u> models the thinking and <u>empowers students</u> to do the same; <u>almost always</u> notices student confusion and addresses it; <u>is almost always</u> (appropriately) flexible about modifying lessons to take advantage of teachable moments and to be responsive to student needs.	Instructional Practice Guides (IPGs); SSFT - retired
Pacing	Moves students through the lesson with purpose and smooth transitions that maximize instructional time.				
	<u>Rarely</u> sequences the lesson coherently; moves through lessons <u>too quickly or slowly</u> ; <u>loses</u> a lot of instructional time with <u>ineffective</u> transitions; <u>is inflexible</u> with lesson timing to adjust to student needs.	Sequences the lesson with <u>some</u> coherence; paces lesson <u>somewhat</u> appropriately, though it <u>sometimes</u> moves too fast or too slow; <u>sometimes</u> uses effective transitions; <u>sometimes</u> adjusts lesson timing to meet the needs of <u>some</u> students.	Sequences the lesson <u>coherently</u> ; <u>appropriately</u> paces the lesson; <u>usually</u> uses quick and smooth transitions throughout; <u>usually</u> adjusts lesson timing as needed to meet the needs of all students.	<u>Expertly</u> sequences the lesson <u>with coherence</u> and paces the lesson <u>with intention</u> ; <u>always</u> uses quick and smooth transitions throughout; <u>almost always</u> adjusts lesson timing as needed to meet the needs of all students.	CMA TER - retired
Instructional Methods	Uses a variety of instructional methods that allow all students to learn the content of the lesson.				
	<u>Does not yet</u> effectively choose and match instructional methods, materials, and activities to support students' mastery of standards; <u>rarely</u> uses models, visuals, and examples, when they are used, are often <u>not well-chosen</u> ; <u>rarely</u> varies teaching strategies, styles, and activities to ensure students master standards.	<u>Sometimes</u> chooses effective instructional methods, materials, and activities to support students' mastery of standards; <u>sometimes</u> uses models, visuals, and example to support learning; <u>sometimes</u> varies teaching strategies, styles, and activities to ensure <u>some</u> students master standards.	Chooses instructional methods, materials, and activities that <u>match</u> supporting students' mastery of standards; uses <u>clear</u> models, visuals, and examples; <u>usually</u> varies teaching strategies, styles, and activities to ensure <u>all</u> students master standards.	Chooses instructional methods, materials, and activities that <u>best match</u> supporting students' mastery of standards; uses <u>exceptionally clear</u> models, visuals, and examples; <u>almost always</u> varies teaching strategies, styles, and activities to ensure <u>all</u> students master standards, and <u>builds capacity of colleagues</u> to do the same.	Equity Rubric; Instructional Practice Guides (IPGs); CMA TER - retired
Academic Language	Teaches and supports students' active and appropriate use of academic language.				
	<u>Rarely</u> models and teaches vocabulary and content-specific language; <u>rarely</u> provides opportunities for students to use discipline-specific vocabulary; <u>rarely</u> acknowledges students' use and attempts at using content-specific vocabularies; and <u>does not yet effectively</u> coach students when academic language is not used or is used incorrectly; <u>does not yet</u> validate and affirm the different dialectal and vernacular languages that students bring into the classroom.	<u>Sometimes</u> models and teaches vocabulary and content-specific language; provides <u>some</u> opportunities for students to use discipline-specific vocabulary through listening, speaking, reading, and writing; <u>sometimes</u> acknowledges students' use and attempts at using content-specific vocabulary, and <u>attempts</u> to coach students when academic language is not used or is used incorrectly; <u>has begun to</u> validate and affirm the different dialectal and vernacular languages that students bring into the classroom.	<u>Regularly</u> and <u>explicitly</u> models and teaches vocabulary and content-specific language; provides <u>frequent</u> opportunities for students to use discipline-specific vocabulary in rigorous, authentic ways through listening, speaking, reading, and writing; <u>usually</u> acknowledges students' use and attempts at using content-specific vocabulary to develop concepts, and <u>effectively</u> coaches students when academic language is not used or is used incorrectly; <u>validates and affirms</u> the different dialectal and vernacular languages that students bring into the classroom.	<u>Consistently</u> and <u>explicitly</u> models and teaches vocabulary and content-specific language; provides <u>consistent</u> opportunities for students to use discipline-specific vocabulary in rigorous, authentic ways through listening, speaking, reading, and writing; <u>almost always</u> acknowledges students' use and attempts at using content-specific vocabulary to develop concepts, and <u>effectively</u> coaches students when academic language is not used or is used incorrectly; <u>validates and affirms</u> the different dialectal and vernacular languages that students bring into the classroom.	Equity Rubric; Instructional Practice Guides (IPGs); CMA TER - retired; SSFT - retired
Questioning and Assessment	Prepares and asks questions that probe for clarity and that engage students in critical thinking, developing student habits of discussion and habits of evidence.				

Discussion	Asks mostly questions that have <u>right-wrong</u> answers and that <u>do not require</u> critical thinking; <u>does not yet</u> vary questioning strategies; <u>rarely</u> asks students to justify their reasoning; <u>rarely</u> probes student responses for clarity and precision; <u>rarely</u> uses wait time; calls on <u>a few</u> students, mostly those who volunteer; <u>rarely</u> creates discussions in which they step out of the central, mediating role; <u>does not yet</u> allow the students to do much of the thinking or talking.	<u>Sometimes</u> uses <u>open-ended</u> questions that invite students to critically think and/or to offer multiple possible answers; <u>sometimes</u> formulates questions of <u>high-cognitive</u> challenge; <u>somewhat</u> varies questioning strategies; <u>sometimes</u> asks students to justify their reasoning, even when they are correct; <u>sometimes</u> probes student responses for clarity and precision; makes <u>somewhat effective</u> use of wait time; calls on <u>some</u> students, even a few of those who don't initially volunteer; <u>attempts to</u> create discussions in which they step out of the central, mediating role; <u>attempts to</u> use strategies to increase the thinking and talking done by students.	<u>Frequently</u> uses <u>open-ended</u> questions that invite students to critically think and/or to offer multiple possible answers; formulates questions of <u>high-cognitive</u> challenge, and <u>sometimes</u> encourages students to do the same; <u>varies</u> questioning strategies; <u>usually</u> asks students to justify their reasoning, even when they are correct, and <u>sometimes</u> encourages students to do the same with each other; <u>usually</u> probes student responses for clarity and precision; makes <u>effective</u> use of wait time; calls on <u>most</u> students, even those who don't initially volunteer; <u>sometimes</u> creates discussions in which they step out of the central, mediating role; uses a <u>variety</u> of strategies to increase the thinking and talking done by students.	<u>Consistently</u> uses <u>open-ended</u> questions that invite students to critically think and/or to offer multiple possible answers; formulates questions of <u>high-cognitive</u> challenge, and <u>empowers</u> students to do the same; <u>varies</u> questioning strategies and <u>promotes metacognition</u> ; <u>almost always</u> asks students to justify their reasoning, even when they are correct, and <u>empowers</u> students to do the same with each other; <u>consistently</u> probes student responses for clarity and precision; models <u>effective</u> use of wait time; advances high-level thinking and discourse in which <u>virtually all</u> students are engaged; <u>frequently</u> creates discussions in which they step out of the central, mediating role; uses a <u>variety</u> of strategies to increase the thinking and talking done by students.	Equity Rubric; Instructional Practice Guides (IPGs); SSFT - retired
Student Ownership	Engages students in cognitively demanding learning that ensures students are doing the heavy lifting and empowers them to own their work. <u>Does not yet</u> engage students in challenging learning or thinking; creates a <u>teacher-centered</u> classroom and <u>does not yet</u> allow students to do the heavy cognitive lifting; <u>does not yet</u> invite students to make their thinking visible; <u>rarely</u> listens to student talk and <u>rarely</u> encourages students to refine and elaborate on their thinking and writing; provides <u>very limited</u> , if any, strategies for students to persevere in the face of difficulty (academic or behavioral).	<u>Has begun to shift</u> from a teacher-centered classroom to a student-centered one; <u>sometimes</u> facilitates learning so that students are challenged and are doing the heavy cognitive lifting; <u>attempts to</u> create learning tasks designed to challenge student thinking and <u>sometimes</u> invite students to make their thinking visible; <u>sometimes</u> listens to student talk and responds in a way that encourages students to refine and elaborate on their thinking and writing; provides <u>some</u> strategies for students to persevere in the face of difficulty (academic or behavioral).	<u>Effectively</u> facilitates learning so that students are challenged and are doing the heavy cognitive lifting; creates learning tasks and activities designed to challenge student thinking and invite students to make their thinking visible; <u>usually</u> carefully listens to student talk and responds in a way that encourages students to refine and elaborate on their thinking and writing; <u>frequently</u> provides strategies for students to persevere in the face of difficulty (academic or behavioral).	<u>Models</u> facilitating the learning so that students are challenged, doing the heavy cognitive lifting, and may even <u>initiate the inquiry</u> and/or modifications to the lesson to make it more relevant to their needs ; creates learning tasks and activities designed to challenge student thinking and invite students to make their thinking visible; <u>purposefully</u> listens to student talk and responds in a way that encourages students to refine and elaborate on their thinking and writing; <u>almost always</u> provides strategies for students to persevere in the face of difficulty (academic or behavioral), and <u>empowers students</u> to do the same for each other.	Equity Rubric; Instructional Practice Guides (IPGs); CMA TER-retired
Student Practice	Gives students time to practice and display their thinking about the content of the lesson. <u>Does not yet</u> provide ample time for student independent practice of objectives; <u>rarely</u> provides students with opportunities to display their thinking about the content of the lesson, orally or in writing, and <u>rarely</u> requires their thinking to be supported by accurate and relevant evidence; <u>rarely</u> circulates and responds to student work in real time; <u>rarely</u> has prepared an exemplar for student work to set the bar of excellence.	<u>Sometimes</u> provides ample time for student independent practice of objective; <u>sometimes</u> provides students with opportunities to display their thinking about the content of the lesson, orally or in writing, and <u>inconsistently</u> requires their thinking to be supported by accurate and relevant evidence; <u>sometimes</u> circulates and responds to student work in real time; <u>sometimes</u> has prepared an exemplar for student work to set the bar of excellence.	<u>Almost always</u> appropriately balances the time spent on lesson and student practice opportunities; provides all students with opportunities to display their thinking about the content of the lesson, orally or in writing, supported by accurate and relevant evidence; ensures <u>sustained</u> independent practice of objective; <u>mostly</u> circulates and responds to student work in real time; <u>usually</u> has prepared an exemplar for student work to set the bar of excellence.	<u>Always effectively</u> balances the time spent on lesson and student practice opportunities; provides all students with opportunities to display their thinking about the content of the lesson, orally or in writing, supported by accurate and relevant evidence; ensures <u>sustained</u> independent practice of objective; <u>effectively</u> circulates and responds to student work in real time; <u>always</u> has prepared an exemplar for student work to set the bar of excellence.	Instructional Practice Guides (IPGs); SSFT-retired
Assessment	Checks for understanding to identify and correct misconceptions, inform next steps in teaching, and determine mastery of standards. <u>Rarely</u> pays attention to evidence of student understanding; uses <u>very limited</u> strategies to check for understanding, and <u>does not yet</u> use that information to inform teaching and determine readiness for next step; <u>rarely</u> poses specifically created questions to elicit student understanding; <u>rarely</u> shares criteria for success with students so that they can assess their own work against established criteria.	<u>Sometimes</u> pays attention to evidence of student understanding; uses <u>some</u> individual and whole group methods to check for understanding, though these are used <u>inconsistently</u> to inform teaching and determine readiness for next step; <u>sometimes</u> poses specifically created questions to elicit student understanding; <u>sometimes</u> shares criteria for success with students so that they can assess their own work against established criteria.	<u>Usually</u> pays <u>close</u> attention to evidence of student understanding; <u>effectively</u> uses a <u>variety</u> of individual and whole group methods daily and weekly to check for understanding, inform teaching, and determine readiness for next step; <u>frequently</u> poses specifically created questions to elicit student understanding; <u>usually</u> shares criteria for success with students so that they can assess their own work against established criteria.	<u>Fully integrates</u> assessment into instruction, through extensive use of formative assessment; <u>intentionally</u> chooses a <u>variety</u> of individual and whole group methods daily and weekly to check for understanding, inform teaching, and determine readiness for next step; <u>consistently</u> poses specifically created questions to diagnose evidence of learning by <u>individual</u> students; <u>always</u> shares criteria for success with students and <u>invites students to contribute</u> to establishing those criteria at times.	Equity Rubric; Instructional Practices Guides

TEACHING FOR LEARNING - SOCIAL EMOTIONAL					
	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Alignment with Caliber Tools
Beliefs	Is committed to the social-emotional development of students and prioritizes this learning <i>with</i> academics.				
	Does <u>not yet</u> demonstrate a commitment to the social-emotional development of students; <u>rarely</u> prioritizes social-emotional learning WITH academics, not at its expense; is <u>not yet fluent</u> in the CASEL framework and <u>rarely</u> uses teacher-facing curricular tools as a resource when needed.	Has <u>begun</u> to demonstrate a commitment to the social-emotional development of students; <u>inconsistently</u> prioritizes social-emotional learning WITH academics, not at its expense; is <u>somewhat fluent</u> in the CASEL framework and <u>sometimes</u> uses teacher-facing curricular tools as a resource when needed.	Demonstrates a commitment to the social-emotional development of students; <u>almost always</u> prioritizes social-emotional learning WITH academics, not at its expense; is <u>fluent</u> in the CASEL framework and uses teacher-facing curricular tools as a resource when needed.	<u>Models</u> a commitment to the social-emotional development of students; <u>fully</u> prioritizes social-emotional learning WITH academics, not at its expense; is <u>fluent</u> in the CASEL framework and <u>purposefully</u> uses teacher-facing curricular tools as a resource when needed.	Leadership Excellence Framework
Explicit SEL Instruction	Teaches explicitly skills and strategies to enable developmentally appropriate mastery of the social emotional competencies: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and conflict resolution. Creates opportunities for students to practice these competencies throughout the day.				
	Does <u>not yet</u> plan or design SEL instruction; <u>rarely</u> teaches skills and strategies to develop the five social emotional competencies; when does teach or assess, <u>does not yet</u> do so in developmentally appropriate manner; <u>rarely</u> creates opportunities for students to practice these competencies outside of explicit SEL-dedicated times.	<u>Sometimes</u> plans and designs SEL instruction with an attention to developmentally appropriate mastery of the five social emotional competencies; <u>has begun to explicitly</u> teach skills and strategies to develop these competencies; creates <u>some, albeit limited</u> , opportunities for students to practice these competencies throughout the day.	<u>Effectively</u> plans for and designs SEL instruction with attention to developmentally appropriate mastery of the five social emotional competencies; <u>explicitly</u> teaches skills and strategies to develop these competencies; creates opportunities for students to practice these competencies <u>throughout the day</u> , not just during dedicated SEL times.	<u>Effectively</u> plans for and designs SEL instruction with attention to developmentally appropriate mastery of the five social emotional competencies, and <u>builds the capacity</u> of colleagues to do the same; <u>explicitly</u> teaches skills and strategies to develop these competencies; creates <u>student-led</u> opportunities for students to practice these competencies <u>throughout the day</u> , not just during dedicated SEL times.	Profile of a Graduate
Integration with Academics	Integrates social emotional learning throughout all instruction; fosters academic mindsets and aligns social emotional and academic objectives.				
	<u>Rarely</u> integrates social emotional learning with other instruction and <u>rarely</u> aligns social emotional and academic objectives; approaches students' social emotional learning as <u>separate and distinct</u> from their academic learning, and <u>does not yet</u> cultivate academic mindsets.	<u>Sometimes</u> integrates social emotional learning with other instruction and <u>sometimes</u> aligns social emotional and academic objectives; <u>has begun to</u> cultivate academic mindsets while also developing students' social-emotional learning.	Integrates social emotional learning throughout <u>most</u> instruction; <u>effectively</u> cultivates academic mindsets while also developing students' social emotional learning; <u>mostly</u> aligns social emotional and academic objectives.	<u>Purposefully</u> integrates social emotional learning throughout all instruction; <u>effectively</u> cultivates academic mindsets while also developing students' social emotional learning; <u>intentionally</u> and <u>consistently</u> aligns social emotional and academic objectives.	Leadership Excellence Framework
Mental Health	Recognizes and prioritizes the role mental health plays in human development and supports the whole child through instruction and accessing wrap around services in the school setting.				
	Does <u>not yet</u> prioritize the role mental health plays in human development; <u>rarely</u> accesses wrap around services for children when needed, and <u>does not yet</u> do so in a timely manner; <u>does not yet</u> collaborate with clinicians to support the whole child.	<u>Somewhat</u> prioritizes the role mental health plays in human development; <u>sometimes</u> accesses wrap around services in for children when needed, yet does so <u>inconsistently</u> in terms of timeliness; <u>has begun to</u> collaborate with clinicians to support the whole child.	Prioritizes the role mental health plays in human development; <u>almost always</u> accesses wrap around services in <u>timely</u> manner for children when needed; <u>effectively</u> collaborates with clinicians to support the whole child.	<u>Full prioritizes</u> and <u>integrates</u> the role mental health plays in human development; <u>proactively</u> accesses wrap around services and in a <u>timely</u> manner for children needed; <u>models highly effective</u> collaboration with clinicians to support the whole child.	Leadership Excellence Framework
Proactive Support Systems	Implements proactive, trauma-informed, evidence-based strategies and accesses school-wide support systems to address tiered student needs.				
	Implements <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 implementing supports; <u>rarely</u> accesses or engages with school-wide Tier 2 and Tier 3 support systems to address student needs.	Implements <u>some</u> evidence-based support to address students' social and emotional needs; incorporates <u>some</u> elements of trauma-informed care in these supports, though supports are often provided <u>reactively</u> ; <u>inconsistently</u> accesses and engages with school-wide Tier 2 and Tier 3 support systems to address student needs.	Implements proactive, trauma-informed, evidence-based strategies of Tier 1 to effectively support students; partners <u>effectively</u> with clinicians, and members of the SEL and special education teams; accesses, and engages with, Tier 2 and Tier 3 school-wide support systems to address students needs.	Implements <u>proactive</u> , trauma-informed, evidence-based strategies of Tier 1 to effectively support <u>all</u> students; partners <u>effectively</u> with clinicians, and members of the SEL and special education teams, and <u>builds the capacity of colleagues</u> to do the same; <u>accesses</u> , and <u>actively engages with</u> , Tier 2 and Tier 3 school-wide support systems to address students needs.	Leadership Excellence Framework
Restorative Justice Practices	When community norms have been breached or relationships have been harmed, uses restorative justice practices that promote social emotional learning, including conflict resolution, and equitable outcomes.				
	<u>Rarely</u> utilizes restorative justice practices; when issuing consequences, <u>rarely</u> chooses options that emphasize repairing harm, rebuilding relationships and strengthening community; <u>does not yet</u> teach students how to resolve interpersonal conflicts in a solutions-oriented way.	<u>Sometimes</u> utilizes restorative justice practices; when issuing consequences, <u>sometimes</u> chooses options that emphasize repairing harm, rebuilding relationships and strengthening community, though <u>may not yet</u> implement these <u>consistently</u> or <u>effectively</u> ; <u>sometimes</u> teaches students how to resolve interpersonal conflicts in a solutions-oriented way.	<u>Usually</u> utilizes restorative justice practices as a way to dismantle inequities; when issuing consequences, <u>almost always</u> chooses options that emphasize repairing harm, rebuilding relationships and strengthening community; <u>frequently</u> teaches students how to resolve interpersonal conflicts in a solutions-oriented way.	<u>Consistently</u> utilizes restorative justice practices as a way to dismantle inequities; when issuing consequences, <u>always</u> chooses options that emphasize repairing harm, rebuilding relationships and strengthening community, and <u>builds capacity in others</u> to do the same; <u>always</u> teaches students how to resolve interpersonal conflicts in a solutions-oriented way, and <u>empowers</u> students to do the same for each other.	Equity Rubric; SSFT-retired
Modeling	Models the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.				
	Demonstrates <u>very limited</u> proficiency in the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ; <u>does not yet</u> model these with students, families, and colleagues.	Demonstrates <u>some proficiency</u> in the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ; <u>sometimes</u> models these with students, families, and colleagues.	Demonstrates <u>proficiency</u> in the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ; models these <u>regularly</u> with students, families, and colleagues.	Demonstrates <u>strong proficiency</u> in the five social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ; models these <u>regularly</u> with students, families, and colleagues.	

BUILDING A COLLABORATIVE LEARNING COMMUNITY					
	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Alignment with Caliber Tools
CLASSROOM CULTURE AND MANAGEMENT					
High Expectations	Builds and supports a positive classroom culture that implements high expectations for student engagement.				
	Does <u>not yet</u> communicate high expectations for students; <u>does not yet</u> demonstrate warmth and care for students; creates a <u>negative, deficit-based</u> classroom culture; <u>does not yet</u> provide students opportunities to shape the classroom culture.	<u>Sometimes</u> communicates <u>high expectations</u> for students, though this may be <u>inconsistent</u> and <u>not equitably</u> applied; <u>sometimes</u> demonstrates warmth and care for students, though this may be <u>inconsistent</u> and <u>not equitably</u> demonstrated for all students; <u>has begun to</u> create a positive classroom culture; provides students with <u>a few</u> opportunities to make choices and to influence the classroom culture.	Communicates <u>warmth</u> , care and <u>high expectations</u> for each student; <u>consistently</u> communicates, teaches, and <u>equitably</u> applies those high expectations; <u>intentionally</u> cultivates a positive classroom culture that is inclusive; provides students with <u>frequent</u> opportunities to make choices and to influence the classroom culture.	<u>Effectively</u> communicates <u>warmth</u> , care and <u>high expectations</u> for each student, and <u>students do the same</u> for each other; <u>consistently</u> communicates, teaches, and <u>equitably</u> applies those high expectations; <u>intentionally</u> cultivates a positive classroom culture that is inclusive, and <u>models for others</u> how to do the same; provides students with <u>many</u> opportunities to make choices and to influence the classroom culture.	Equity Rubric; CMA TER - retired
Joy	Fosters a motivational and joyful classroom environment, recognizing that students bring different perspectives on what it means to be joyous.				
	<u>Barely</u> encourages students (e.g., verbal support, gestures, smiles); <u>rarely</u> incorporates joy throughout the classroom; <u>does not yet</u> provide strategies for students to persevere in the face of difficulty (academic or behavioral).	<u>Sometimes</u> provides encouragement and enthusiasm (e.g., verbal support, gestures, smiles); <u>sometimes</u> incorporates joy throughout the classroom; <u>has begun to</u> solicit and incorporate the input of students to create a joy factor that is meaningful to students; provides <u>some</u> strategies for students to persevere in the face of difficulty (academic or behavioral).	<u>Regularly</u> encourages students to have a growth mindset; <u>models</u> encouragement and enthusiasm (e.g., verbal support, gestures, smiles); <u>effectively</u> provides strategies for students to persevere in the face of difficulty (academic or behavioral); <u>frequently</u> incorporates joy throughout the classroom; <u>regularly</u> solicits and incorporates the input of students to create a joy factor that is meaningful to all students.	<u>Consistently</u> encourages students to have a growth mindset; <u>models</u> encouragement and enthusiasm (e.g., verbal support, gestures, smiles) and <u>empowers</u> students to do the same; <u>effectively</u> provides a <u>variety of</u> strategies for students to persevere in the face of difficulty (academic or behavioral); <u>actively</u> incorporates joy throughout the classroom; <u>regularly</u> solicits and incorporates the input of students to create a joy factor that is meaningful to all students.	Equity Rubric; CMA TER - retired
Routines	Models, teaches, and implements essential routines to maximize learning time.				
	Develops or implements <u>very few</u> rituals and routines for transitions and the handling of materials, as a result learning time is <u>often lost</u> ; <u>rarely</u> models and practices routines; <u>rarely</u> adjusts routines when they are not working, and/or <u>adjusts routines so often</u> that they do not have a chance to become a routine; provides rationale for routines that centers on <u>compliance and control</u> .	Develops and implements <u>some</u> rituals and routines for transitions and the handling of materials, though these routines may be implemented <u>inconsistently</u> and/or allow for <u>some</u> learning time to be lost; <u>sometimes</u> models and practices routines; <u>sometimes</u> adjusts routines when they are not working; provides rationale for routines that is <u>somewhat</u> centered around efficiency.	Develops and <u>consistently</u> implements clear rituals and routines for transitions and the handling of materials to maximize learning time; <u>effectively</u> models and practices routines using clear, explicit directions and economy of language; <u>almost always</u> adjusts routines when they are not working; can provide <u>rationale</u> for routines that is centered around efficiency and not compliance or control.	Develops and <u>consistently</u> implements clear rituals and routines for transitions and the handling of materials to maximize learning time; <u>effectively</u> models and practices routines using clear, explicit directions and economy of language; provides <u>minimal reminders</u> because students have internalized routines; <u>always</u> adjusts routines when they are not working; can provide <u>rationale</u> for routines that is centered around efficiency and not compliance or control, and <u>students can do the same</u> .	Equity Rubric; CMA TER - retired; SSFT -retired
Physical Environment	Organizes the physical space, materials, and resources to align with physical safety, instructional needs, and maximized learning time, and to reflect and affirm students' identities.				
	<u>Does not yet</u> maintain a clean, organized, safe and purposeful classroom space; does not arrange the classroom promote learning and student interaction for all; <u>rarely</u> posts student work that is relevant or current; displays and utilizes <u>very few</u> resources (such as academic and behavioral anchor charts) to support learning goals; <u>does not yet</u> design physical space so that it reflects and affirms students' identities.	<u>Somewhat</u> maintains a clean, organized, and safe classroom space; <u>sometimes</u> arranges the classroom to promote learning and student interaction; <u>sometimes</u> posts current and/or relevant work; displays and utilizes <u>some</u> resources (including academic and behavioral anchor charts) to support learning goals; <u>to some extent</u> , designs physical space so that it reflects and affirms students' identities.	<u>Usually</u> maintains a clean, organized, safe and purposeful classroom space; classroom arrangement <u>effectively</u> promotes learning and student interaction for all; <u>usually</u> posts current and/or relevant work in a variety of formats; <u>usually</u> displays and utilizes resources (including academic and behavioral anchor charts) to support learning goals; <u>mostly</u> designs physical space so that it reflects and affirms students' identities.	<u>Always</u> maintains a clean, organized, safe and purposeful classroom space, and <u>empowers</u> students to maintain the space in this manner; classroom arrangement <u>effectively</u> promotes learning and student interaction for all; <u>always</u> posts current and/or relevant work in a variety of formats; <u>always</u> displays and utilizes resources (including academic and behavioral anchor charts) to support learning goals; <u>fully</u> designs physical space so that it reflects and affirms students' identities.	Equity Rubric; CMA TER - retired
Classroom Management	Implements proactive, preventative and culturally responsive classroom management practices; responds to student challenges with appropriate tiered interventions and a restorative approach that gives students an opportunity to reflect and repair harm.				
	Focuses on the <u>negative</u> behavior of students; <u>does not yet</u> recognize positive behavior to reinforce expectations; <u>does not yet</u> anticipate and prevent misbehavior using culturally responsive classroom management practices; <u>rarely</u> responds to misbehavior in a manner that is equitable, respects students' dignity/cultural differences and is sensitive to students' needs (including any disabilities); <u>does not yet</u> implement appropriate, tiered interventions to respond to misbehavior; <u>rarely</u> utilizes a restorative approach that gives students an opportunity to reflect and repair harm; <u>frequently</u> needs to disrupt instruction to address misbehavior.	<u>Sometimes</u> focuses on the positive behavior of students, while other times focuses on their negative behavior; <u>sometimes</u> recognizes positive behavior to reinforce expectations; <u>sometimes</u> anticipates and prevents misbehavior using culturally responsive classroom management practices; <u>attempts to</u> respond to misbehavior in a manner that is equitable, respects students' dignity/cultural differences and is sensitive to students' needs (including any disabilities); <u>sometimes</u> implements tiered interventions to respond to misbehavior; <u>sometimes</u> utilizes a restorative approach that gives students an opportunity to reflect and repair harm; <u>sometimes</u> needs to disrupt instruction to address misbehavior, and misbehavior that detracts from student learning is <u>sometimes</u> addressed.	<u>Usually</u> focuses on the positive behavior of students and <u>intentionally</u> recognizes positive behavior to reinforce expectations; <u>proactively</u> works to anticipate and prevent misbehavior using culturally responsive classroom management practices; <u>usually</u> responds to misbehavior in a manner that is equitable, respects students' dignity/cultural differences and is sensitive to students' needs (including any disabilities); implements <u>appropriate</u> , tiered interventions to respond to misbehavior; <u>almost always</u> utilizes a restorative approach that gives students an opportunity to reflect and repair harm; <u>infrequently</u> needs to disrupt instruction to address misbehavior, but misbehavior that detracts from student learning is <u>usually</u> addressed.	<u>Almost always</u> focuses on the positive behavior of students and <u>intentionally</u> recognizes positive behavior to reinforce expectations, and <u>empowers</u> students to do the same for each other; <u>proactively</u> works to anticipate and prevent misbehavior using culturally responsive classroom management practices; responds to misbehavior in a manner that is equitable, respects students' dignity/cultural differences and is sensitive to students' needs (including any disabilities), and <u>models</u> for others how to do the same; implements <u>appropriate</u> , tiered interventions to respond to misbehavior, though misbehavior is <u>infrequent</u> ; <u>always</u> utilizes a restorative approach that gives students an opportunity to reflect and repair harm, and <u>builds the capacity</u> of others to do the same; <u>very rarely</u> needs to disrupt instruction to address misbehavior, but misbehavior that detracts from student learning is <u>always</u> addressed.	Equity Rubric; CMA TER - retired

COLLABORATION AND AUTHENTIC ENGAGEMENT					
Relationship Skills	Communicates, listens, confronts and repairs conflict, and cooperates with others to form positive, trusting relationships with students, families, and other staff.				
	Rarely communicates in a timely, user-friendly manner; rarely listens with curiosity to students, families, and other staff; rarely speaks about children, families, and staff with respect, curiosity, kindness and empathy; often uses <u>shaming</u> language when talking about students, families, and staff; rarely resolves interpersonal conflicts in a solutions-oriented way; and rarely demonstrates appreciation of others.	Sometimes communicates in a timely, user-friendly manner; attempts to communicate across languages, when necessary and if feasible; listens with some curiosity to students, families, and other staff; sometimes speaks about children, families, and staff with respect, curiosity, kindness and empathy; rarely uses shaming language; sometimes resolves interpersonal conflicts in a solutions-oriented way; and sometimes demonstrates appreciation of others.	Consciously communicates in a timely, user-friendly manner (including in a variety of languages, when necessary and if feasible); effectively listens with curiosity to students, families, and other staff; almost always speaks about children, families, and staff with respect, curiosity, kindness and empathy, no one is shamed ever; almost always resolves interpersonal conflicts in a solutions-oriented way; and regularly demonstrates appreciation of others.	Consciously communicates in a timely, user-friendly manner (including in a variety of languages, when necessary and if feasible); effectively listens with curiosity to students, families, and other staff; always speaks about children, families, and staff with respect, curiosity, kindness and empathy, no one is shamed ever; always resolves interpersonal conflicts in a solutions-oriented way and models for others how to do the same; and consistently goes above and beyond to demonstrate appreciation of others.	Equity Rubric; CMA TER - retired
Collaboration	Creates an environment in which students communicate and collaborate with each other.				
	Rarely creates structures and opportunities for students to interact with each other, collaborate to answer questions, build understanding, or solve problems; rarely creates groupings for learning activities, and groupings are rarely suitable for the activity, rarely maximize learning time for students, and rarely ensure individual student accountability.	Sometimes creates structures and opportunities for students to interact with each other in diverse academic discussions (e.g., one-on-one, small group, or whole class settings) and to collaborate to answer questions, build understanding, and solve problems; creates groupings that are somewhat suitable to learning activities, that are mostly structured and attempt to maximize learning time for every student, and attempt to ensure individual student accountability.	Regularly creates structures and opportunities for students to interact with each other in diverse academic discussions (e.g., one-on-one, small group, or whole class settings) and to collaborate to answer questions, build understanding, and solve problems; creates groupings that are suitable to learning activities, that are structured and maximize learning time for every student, and ensure individual student accountability.	Intentionally creates structures and opportunities for students to interact with each other in diverse academic discussions (e.g., one-on-one, small group, or whole class settings) and to collaborate to answer questions, build understanding, and solve problems; creates groupings that are highly suitable to learning activities, that are structured and maximize learning time for every student, and ensure individual student accountability; empowers students to serve as resources to one another.	Equity Rubric; CMA TER - retired; SSFT-retired
Engagement	Builds student efficacy and ownership by engaging students with the task, the teacher, each other, and independently.				
	Rarely explains the 'why' for learning activities and artifacts in a way that matters for students, and does not yet expect student to explain the same in their own words; engages few student voices throughout the lesson; rarely builds student talk into the lesson; does not yet create independent work that is at an appropriate level for students.	Sometimes explains the 'why' for learning activities and artifacts in a way that matters for students, and sometimes expects to explain the same in their own words; attempts to engage many student voices throughout the lesson; incorporates some opportunities for student talk into the lesson; sometimes creates independent work that is at an appropriate level for students.	Usually explains the 'why' for learning activities and artifacts in a way that matters for students, and ensures students can explain the same in their own words; effectively engages many student voices throughout the lesson; builds multiple and frequent ways for student talk into the lesson; creates independent work that is at an appropriate level for students.	Always explains the 'why' for learning activities and artifacts in a way that matters for students, and ensures students can explain the same in their own words; intentionally engages many student voices throughout the lesson to build intellectual engagement; builds multiple and frequent ways for student talk and student leadership into the lesson; creates independent work, differentiated as necessary, that is at an appropriate level for students.	Equity Rubric; SSFT - retired
Risk-taking	Establishes a safe community for learning where students feel comfortable taking risks and interacting with teachers and peers.				
	Rarely models risk-taking with students by admitting to making and learning from mistakes; rarely encourages students to take risks, make and learn from mistakes, and admit confusion; shames students for mistakes.	Sometimes models risk-taking with students by admitting to making and learning from mistakes; sometimes encourages students to take risks, make and learn from mistakes, and admit confusion, though this is not yet a hallmark of the classroom's culture.	Frequently models risk-taking with students by admitting to making and learning from mistakes; almost always encourages students to take risks, make and learn from mistakes, and admit confusion.	Consistently models risk-taking with students by admitting to making and learning from mistakes and empowers students to do the same with each other; always encourages students to take risks, make and learn from mistakes, and admit confusion.	Equity Rubric; Instructional Practice Guides (IPGs); Leadership Excellence Framework

TEACHING FOR RESULTS						
	1. Emerging	2. Approaching	3. Proficient	4. Distinguished		Alignment with Caliber Tools
GOAL-SETTING						
Goal-Setting	Sets and achieves standards-aligned outcomes related to student learning.					
	Rarely sets outcomes that are challenging and standards-aligned; rarely sets outcomes that describe what students will <i>learn</i> , rather than what they will do; <u>does not yet</u> break goals into manageable and measurable chunks; <u>does not yet</u> achieve mid-year and year-long goals for student growth and achievement.	Sometimes sets outcomes that are challenging and standards-aligned; <u>inconsistently</u> sets outcomes that describe what students will <i>learn</i> , rather than what they will do; <u>sometimes</u> break goals into manageable and measurable chunks; achieves <u>some</u> mid-year and year-long goals for student growth and achievement.	Regularly sets <u>challenging, standards-aligned</u> outcomes related to the "big ideas" of the discipline and to describe what students will <i>learn</i> , not what they will do; <u>effectively</u> breaks big goals into manageable and measurable chunks; <u>achieves</u> mid-year and year-long goals for student growth and achievement.	Always sets <u>challenging, standards-aligned</u> outcomes related to the "big ideas" of the discipline and to describe what students will <i>learn</i> , not what they will do; <u>differentiates</u> outcomes to encourage individual students to take educational risks; <u>effectively</u> breaks big goals into manageable and measurable chunks; <u>exceeds</u> mid-year and year-long goals for student growth and achievement.		
Celebration	Visually tracks, displays, and celebrates individual student and community social-emotional and academic growth and successes.					
	Rarely recognizes the successes of students, and when this does occur, acknowledges accomplishments in a way that <u>shames</u> students to feel bad about their accomplishments with respect to their peers; <u>does not yet</u> maintain updated visual tracking systems to celebrate the growth and successes of students within the classroom; <u>rarely</u> celebrates accomplishments with students and families.	Sometimes recognizes the successes of students, and when this does occur, <u>usually</u> acknowledges accomplishments in a way that <u>does not shame</u> students to feel bad about their accomplishments with respect to their peers; <u>inconsistently</u> maintains updated visual tracking systems to celebrate the growth and successes of students within the classroom; <u>sometimes</u> celebrates accomplishments with students and families.	Recognizes the successes of students and <u>publicly</u> acknowledges these contributions, in the vein of celebration and in a manner that <u>does not shame</u> students to feel bad about their accomplishments with respect to their peers; <u>regularly</u> , as appropriate, maintains updated visual tracking systems to celebrate the growth and successes (academic and social-emotional) of individual students and the classroom community; celebrates accomplishments with students and families <u>regularly</u> and to close the academic year.	Consistently recognizes the successes of <u>all</u> students and <u>publicly</u> acknowledges these contributions, in the vein of celebration and in a manner that <u>does not shame</u> students to feel bad about their accomplishments with respect to their peers; <u>regularly</u> , as appropriate, maintains updated visual tracking systems to celebrate the growth and successes (academic and social-emotional) of individual students and the classroom community, and <u>models</u> for others how to do the same; creates <u>regular</u> opportunities for <u>student-led</u> celebrations of their accomplishments for students and families, including at the close of the academic year.	Equity Rubric; SSFT-retired	
DATA-INFORMED INSTRUCTION						
Assessments	Uses standards-aligned formative and summative assessments.					
	<u>Does not yet</u> use standards-aligned diagnostic, formative, and summative assessments as the first step of planning; <u>rarely</u> uses aligned exit tickets to assess students against each lesson's learning objectives; <u>rarely</u> adapts, accommodates and modifies assessments for students with special needs.	Sometimes uses standards-aligned diagnostics, formative, and summative assessments as the first step of planning; <u>inconsistently</u> uses aligned exit tickets to assess students against each lesson's learning objectives; <u>sometimes</u> adapts, accommodates and modifies assessments for students with special needs.	<u>Effectively</u> uses standards-aligned diagnostics, formative, and summative assessments as the first step of planning; <u>regularly</u> uses aligned exit tickets to assess all students against each lesson's learning objectives; <u>regularly</u> adapts, accommodates and modifies assessments for students with special needs.	<u>Expertly</u> uses standards-aligned diagnostics, formative, and summative assessments as the first step of planning, and <u>teaches</u> others how to do the same; <u>effectively</u> uses aligned exit tickets to assess all students against each lesson's learning objectives; <u>effectively</u> adapts, accommodates and modifies assessments for students with special needs.	Equity Rubric; Instructional Practice Guides (IPGs); CMA TER-retired; SSFT-retired	
Systems	Uses tracking systems to monitor for daily and weekly mastery.					
	<u>Does not yet</u> use systems for informal assessment and <u>rarely</u> collects formative student data to identify what students have mastered and to drive instruction; <u>does not yet</u> implement mastery tracking.	<u>Has begun to</u> use <u>some</u> systems for informal assessment and <u>sometimes</u> collects formative student data, albeit on a <u>inconsistent</u> basis, to identify what students have mastered and to drive instruction; <u>sometimes</u> implements mastery tracking.	Uses systems for informal assessment and collects formative student data on a <u>daily</u> basis to identify what students have mastered and to drive instruction; <u>effectively</u> and <u>regularly</u> implements mastery tracking.	Uses <u>highly effective</u> and <u>efficient</u> systems for informal assessment and collects formative student data on a <u>daily</u> basis to identify what students have mastered and to drive instruction; <u>effectively</u> and <u>consistently</u> implements mastery tracking, and <u>builds the capacity of colleagues</u> to do the same.	Equity Rubric; SSFT-retired	
Analysis	Studies student work and data, with an equity lens and with attention to sub groups, to ensure student mastery and drive short- and long-term planning, re-teaching, and differentiation.					
	<u>Rarely</u> studies student work and data from assessments to drive short- and long-term planning, re-teaching, and differentiation; <u>rarely</u> monitors independent work during lessons and <u>does not yet</u> use data from checks for understanding to correct misconceptions and determine what and who to re-teach; <u>does not yet</u> disaggregate data according to race, ethnicity, home language, gender, and ability in order to see evidence of disproportionality; <u>does not yet</u> engage in weekly data meeting to address student misconceptions and what reteaching will look like; <u>does not yet</u> engage in data-driven PLCs and observation and feedback loops.	Sometimes studies student work and data from assessments to drive short- and long-term planning, re-teaching, and differentiation; <u>inconsistently</u> monitors independent work during lessons and uses data from checks for understanding to correct misconceptions and determine whether to re-teach the entire class, target a smaller group, or individual; <u>sometimes</u> disaggregates data according to race, ethnicity, home language, gender, and ability in order to see evidence of disproportionality; in response to disaggregated data, <u>sometimes</u> targets instruction and/or changes practices; <u>sometimes</u> engages in weekly data meeting to address student misconceptions and what reteaching will look like; <u>sometimes</u> engages in data-driven PLCs and observation and feedback loops.	<u>Regularly</u> studies student work and data from assessments to drive short- and long-term planning, re-teaching, and differentiation; <u>consistently</u> monitors independent work during lessons and uses data from checks for understanding to correct misconceptions and determine whether to re-teach the entire class, target a smaller group, or individual; <u>effectively</u> and <u>regularly</u> disaggregates data according to race, ethnicity, home language, gender, and ability in order to see evidence of disproportionality; in response to disaggregated data, <u>effectively</u> targets instruction and/or changes practices; <u>engages</u> in weekly data meeting to address student misconceptions and what reteaching will look like; <u>engages</u> in data-driven PLCs and observation and feedback loops.	<u>Leads</u> self and others in studies of student work and data from assessments to drive short- and long-term planning, re-teaching, and differentiation; <u>consistently</u> monitors independent work during lessons and uses data from checks for understanding to correct misconceptions and determine whether to re-teach the entire class, target a smaller group, or individual; <u>effectively</u> and <u>regularly</u> disaggregates data according to race, ethnicity, home language, gender, and ability in order to see evidence of disproportionality; in response to disaggregated data, <u>effectively</u> targets instruction and/or changes practices, and <u>models for others</u> how to do the same; <u>engages</u> in and <u>leads</u> weekly data meeting to address student misconceptions and what reteaching will look like; <u>engages</u> in and <u>leads</u> data-driven PLCs and observation and feedback loops.	Instructional Practice Guides (IPGs); CMA TER-retired; SSFT-retired	
FEEDBACK AND ACCOUNTABILITY						
Feedback and Accountability	Provides students with timely and precise feedback aligned to learning goals and expects students to revise their work in response to feedback.					

Accountability	Rarely provides timely, academically focused, and precise feedback to students during the lesson and on assignments; <u>rarely</u> focuses on strengths, but rather focuses solely on deficits; <u>does not yet</u> identify students' next steps toward mastery of the objective; <u>rarely</u> provides opportunities for students to try next steps or retry for mastery; <u>rarely</u> expects students to unpack errors, build solutions, and revise their work in response to feedback; <u>rarely</u> reassesses after feedback has been implemented.	Sometimes provides timely, academically focused, and precise feedback to students during the lesson and on assignments; <u>sometimes</u> focuses on strengths; <u>sometimes</u> identifies students' next steps toward mastery of the objective; <u>sometimes</u> provides opportunities for students to try next steps or retry for mastery; <u>sometimes</u> expects students to unpack errors, build solutions, and revise their work in response to feedback; <u>sometimes</u> reassesses after feedback has been implemented.	Provides <u>timely, academically focused, and precise</u> feedback to students during the lesson and on assignments; <u>almost always</u> focuses on strengths and areas of growth; <u>effectively</u> identifies students' next steps toward mastery of the objective; <u>regularly</u> provides opportunities for students to try next steps or retry for mastery; <u>usually</u> expects students to unpack errors, build solutions, and revise their work in response to feedback; <u>usually</u> reassesses after feedback has been implemented.	Consistently provides <u>timely, academically focused, actionable, and precise</u> feedback to students during the lesson and on assignments, and <u>provides students the opportunity</u> to give one another academically focused feedback; <u>always</u> focuses on strengths and areas of growth, and <u>inspires</u> further thinking that can be transferred across contexts; <u>effectively</u> identifies students' next steps toward mastery of the objective; <u>regularly</u> provides opportunities for students to try next steps or retry for mastery; <u>almost always</u> expects students to unpack errors, build solutions, and revise their work in response to feedback; <u>almost always</u> reassesses after feedback has been implemented.	Equity Rubric; Instructional Practice Guides (IPGs); CMA TER-retired; SSFT-retired
Student Self-Assessment	Assists students with setting goals in order to increase student intrinsic motivation and clearly identifies action steps to achieve these goals.				
	<u>Does not yet</u> assist students with setting goals and tracking their personal learning goals, action steps and targets; <u>does not yet</u> model this process for students; <u>does not yet</u> have processes for recording student attainment of learning goals so that students are able to see how they're progressing.	<u>Sometimes</u> assist students with setting goals and tracking their personal learning goals, action steps and targets; <u>attempts to</u> model this process for students; has <u>some</u> processes, though they <u>may not yet be efficient</u> , for recording student attainment of learning goals so that students are able to see how they're progressing.	Assists students with setting goals and tracking their personal learning goals, action steps and targets; <u>effectively</u> models this process for students; has <u>efficient</u> and <u>effective</u> process for recording student attainment of learning goals so that students are able to see how they're progressing.	<u>Effectively</u> assists <u>and inspires</u> students with setting goals and tracking their personal learning goals, action steps and targets; <u>effectively</u> models this process for students; has <u>highly efficient</u> and <u>fully effective</u> process for recording student attainment of learning goals so that students <u>are able to contribute and maintain their own</u> data files and see how they're progressing.	Equity Rubric; CMA TER-retired

REFLECTING AND GROWING					
	1. Emerging	2. Approaching	3. Proficient	4. Distinguished	Alignment with Caliber Tools
Values	Models the values of feedback, affirmation and validation, collective responsibility, and empathy and kindness with students, families, and colleagues.				
	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 <u>some</u> 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 <u>regularly</u> with students, families, and colleagues.	Demonstrates that she/he is guided by Caliber values– feedback, affirmation and validation, collective responsibility, and empathy and kindness —at <u>all</u> times; <u>teaches</u> and reinforces these values with students, colleagues, and families; <u>leads</u> regular opportunities to reflect on shared values.	Leadership Excellence Framework; Equity Rubric
Feedback	Seeks and is open to feedback and makes adjustments based on feedback.				
	<u>Does not yet</u> seek feedback from others to increase effectiveness; is <u>unwilling</u> to accept feedback and adjust teaching practice.	Demonstrates a <u>willingness</u> to receive feedback to increase effectiveness, though <u>may not always seek</u> it out; makes <u>some</u> adjustments to teaching practice, though implementation may be <u>delayed</u> ; <u>sometimes</u> seeks out student and parent perspectives and input.	<u>Regularly</u> seeks feedback to increase effectiveness; <u>consistently</u> shifts classroom practice after receiving feedback from others in a <u>timely</u> manner; <u>regularly</u> seeks out parent and student perspectives and input.	<u>Proactively</u> seeks feedback to increase effectiveness; <u>actively</u> engages with feedback and shares its potential impact; <u>always</u> shifts classroom practice after receiving feedback from others in a <u>timely</u> manner; uses <u>multiple</u> channels to seek out parent and student perspectives and input, and does so <u>proactively</u> and <u>consistently</u> , and <u>follows through</u> to share how their feedback was incorporated.	Leadership Excellence Framework; Equity Rubric; CMA TER -retired
Growth Mindset	Knows one's strengths and limitations and possesses a growth mindset for self and students.				
	Demonstrates a <u>very limited</u> self-perception of one's strengths and areas of growth; demonstrates a ' <u>fixed mindset</u> ' and makes no efforts to improve upon or seek help regarding areas of growth; <u>rarely</u> demonstrates a growth mindset for students.	Demonstrates a <u>somewhat accurate</u> self-perception of one's strengths and areas of growth; addresses areas of growth with a <u>mix of 'fixed' and 'growth'</u> mindsets, making <u>occasional</u> efforts to improve; <u>sometimes</u> demonstrates a growth mindset for students.	Demonstrates an <u>accurate</u> self-perception of one's strengths and areas of growth; <u>proactively</u> employs a ' <u>growth mindset</u> ' to improve upon areas of growth and <u>almost always</u> demonstrates a 'growth mindset' for students.	Demonstrates a <u>highly attuned</u> self-perception of one's strengths and areas of growth and how those may vary by context; maximizes his/her strengths; <u>proactively</u> speaks directly about areas of growth and employs a ' <u>growth mindset</u> ' <u>consistently</u> in order to make improvements; <u>always</u> demonstrates a 'growth mindset' for students.	Leadership Excellence Framework; CMA TER -retired
Constant Learning	Engages in critical reflection and adapts own teaching practices. Is curious and engages in learning opportunities aligned with individual and student needs. Assumes responsibility for results, mistakes, and behavior.				
	<u>Rarely</u> reflects on the effectiveness of lessons to guide future lesson planning and delivery; is <u>not yet</u> open to ideas for improving teaching and learning and <u>does not yet</u> seek out opportunities to do so; <u>does not yet</u> fully participate in coaching and school-sponsored pd sessions and may often <u>arrive late and unprepared</u> ; <u>rarely</u> adapts teaching practice as a result of self-reflection and professional development; <u>rarely</u> accepts personal responsibility for mistakes.	<u>Sometimes</u> reflects on the effectiveness of lessons to guide future lesson planning and delivery; keeps an eye out for new ideas to improve teaching and learning and <u>sometimes</u> takes advantage of learning experiences both in and out of school; <u>for the most part</u> , participates in coaching and school-sponsored pd sessions, though may <u>occasionally</u> arrive late and unprepared; <u>sometimes</u> adapts teaching practice as a result of self-reflection and professional development; <u>sometimes</u> accepts personal responsibility for mistakes.	<u>Regularly</u> reflects on the effectiveness of lessons and makes <u>accurate</u> assessments to guide future lesson planning and delivery; seeks <u>regular</u> opportunities for professional development and takes advantage of learning experiences both in and out of school; is <u>almost always</u> on time, prepared, and actively participates in coaching and school-sponsored pd sessions; <u>usually</u> adapts teaching practice as a result of self-reflection and professional development; <u>usually</u> accepts personal responsibility for mistakes.	<u>Regularly</u> reflects on the effectiveness of lessons and makes <u>accurate</u> assessments to guide future lesson planning and delivery; <u>models</u> self-reflection for others to create a culture of improvement; <u>proactively</u> seeks opportunities for professional development both in and out of school, and <u>takes on leadership</u> roles within these activities to contribute to the profession; is <u>always</u> on time, prepared, and <u>actively participates in and leads</u> coaching and school-sponsored pd sessions; <u>regularly</u> adapts teaching practice as a result of self-reflection and professional development; accepts personal responsibility for mistakes and uses them as <u>learning opportunities</u> .	Leadership Excellence Framework; CMA TER -retired
Collaborative Relationships	Engages in collaborative relationships with peers to plan, share best practices, and work together toward improved student success.				
	<u>Rarely</u> collaborates with colleagues to plan, share teaching ideas and/or look at student work; collaborates <u>rarely</u> between and among general education, special education, and clinicians; <u>does not yet</u> contribute to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions; <u>rarely</u> maintains an open mind in team decision-making; <u>rarely</u> volunteers for school and community projects.	<u>Sometimes</u> collaborates with colleagues to plan, share teaching ideas and look at student work; collaborates <u>inconsistently</u> between and among general education, special education, and clinicians; <u>sometimes</u> contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions; <u>sometimes</u> maintains an open mind in team decision-making; <u>sometimes</u> volunteers for school and community projects.	<u>Regularly</u> collaborates with colleagues to plan, share teaching ideas and look at student work; collaborates <u>regularly</u> between and among general education, special education, and clinicians; <u>consistently</u> contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions; <u>usually</u> maintains an open mind in team decision-making; <u>frequently</u> volunteers for school and community projects, making a <u>significant</u> contribution.	<u>Regularly</u> collaborates with colleagues to plan, share teaching ideas and look at student work, and often <u>takes initiative to lead</u> that work among faculty; <u>models highly effective</u> collaboration between and among general education, special education, and clinicians; <u>significantly</u> contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions; <u>models</u> maintaining an open mind in team decision-making; <u>frequently</u> volunteers for school and community projects, taking on a <u>leadership role</u> and making a <u>significant</u> contribution.	CMA TER -retired
Self-Management	Manages stress, regulates impulses, and motivates self to set and achieve goals by utilizing self-care strategies that maintain mental, emotional, and physical health and promote optimal well-being.				

	Is either <u>not aware</u> of stress or <u>does not yet</u> have effective strategies for managing stress; reacts with visible frustration when faced with set-backs; <u>rarely</u> identifies solutions based on student needs; <u>rarely</u> takes initiative to set and achieve goals and <u>does not yet</u> hold one's self accountable for results; <u>rarely</u> utilizes self-care strategies to recover physically and renew emotionally and mentally.	<u>Inconsistently</u> manages stress even when faced with adversity; <u>sometimes</u> maintains composure when faced with set-backs and <u>sometimes</u> identifies solutions based on student needs; <u>sometimes</u> takes initiative to set and achieve goals; <u>sometimes</u> holds one's self accountable for results; <u>sometimes</u> utilizes self-care strategies to recover physically and renew emotionally and mentally.	<u>Effectively</u> manages stress even when faced with adversity; <u>usually</u> maintains composure when faced with set-backs and identifies solutions based on student needs; <u>almost always</u> takes initiative to set and achieve goals, holding one's self accountable for results; <u>regularly</u> utilizes self-care strategies to recover physically and renew emotionally and mentally.	<u>Effectively</u> manages stress and <u>builds capacity</u> of colleagues to do the same; <u>capitalizes</u> on challenges as opportunities to grow and develop themselves; <u>takes a leadership role</u> in promoting collective responsibility of student achievement and well-being and finding solutions despite adversity; <u>publicly models</u> setting goals for one's self and holding one's self accountable for results; <u>consistently</u> and <u>effectively</u> utilizes self-care strategies to recover physically and renew emotionally and mentally.	Leadership Excellence Framework
Professionalism	Acts with integrity, solves problems with students' needs as a top priority, and adheres to school and network policies and established procedures.				
	<u>Rarely</u> displays integrity and confidentiality in interactions with students, colleagues, families, and the public; <u>does not yet</u> communicate challenges in a timely manner; <u>does not yet</u> engage in problem-solving that supports students' best interests, rather <u>prioritizes and centers adult preferences</u> ; complies with <u>few</u> school and network priorities, expectations, policies and procedures; and <u>rarely</u> meets deadlines.	<u>Sometimes</u> displays integrity and confidentiality in interactions with students, colleagues, families, and the public; <u>usually</u> communicates challenges in a timely manner; engages in problem-solving that <u>sometimes</u> supports students' best interests as a priority; complies with <u>most</u> school and network priorities, expectations, policies and procedures; and <u>frequently</u> meets deadlines.	<u>Almost always</u> displays integrity and confidentiality in interactions with students, colleagues, families, and the public; communicates challenges <u>proactively</u> and engages in problem-solving that supports students' best interests as a <u>top priority</u> ; complies <u>fully</u> with school and network priorities, expectations, policies and procedures; and <u>almost always</u> meets deadlines.	<u>Always</u> displays integrity and confidentiality in interactions with students, colleagues, families, and the public, and is <u>considered a leader</u> in this regard; <u>always</u> communicates challenges <u>proactively</u> and <u>frequently anticipates</u> them as well; <u>proactively</u> engages in problem-solving that supports <u>all</u> students' best interests as a top priority, seeking additional resources when necessary; complies <u>fully</u> with school and network priorities, expectations, policies and procedures, <u>taking a leadership role</u> with colleagues; and <u>always</u> meets deadlines.	CMA TER -retired

Appendix E-15

Leader Evaluation Rubric

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. Rarely addresses policies or practices that systematically exclude groups from participating fully in the school environment; rarely follows through on Restorative Practices as a way to dismantle inequities in discipline; avoids 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. Attempts to learn about policies and practices that exclude groups from participating fully in the school environment in an effort to challenge low expectations; sometimes 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 all students; challenges policies and practices that exclude groups from participating fully in the school environment; usually follows through on Restorative Practices as a way to dismantle inequities in discipline; almost always confronts adults who display low assumptions about student potential.	Publicly models high expectations for all 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; consistently follows through on Restorative Practices as a way to dismantle inequities in discipline; builds and highlights 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"> • People of different cultural backgrounds, races or ethnicities get along well at this school. • All students are treated the same, regardless of whether their parents are rich or poor. • Boys and girls are treated equally well. 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 limited attempts to outline a vision for diversity, equity, and inclusion for students, staff, and families, aligned to network DEI priorities; does not include diverse, relevant stakeholders in the process; does not set measurable goals and tangible action steps; makes decisions without considering alignment with the vision.	Outlines a basic vision for diversity, equity, and inclusion for students, staff, and families, aligned to network DEI priorities; invites some relevant stakeholders to participate in process; sets some basic goals with limited data review; broadly communicates vision at one point in time; sometimes 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; revisits the plan throughout the year and when making decisions.	Creates a multi-year 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 regularly throughout the year and publicly uses it to guide decision-making; demonstrates that goals related to diversity, equity, and inclusion are valued as highly as other priorities; builds ownership 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.				
	Does not yet 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; does not yet demonstrate an assets-based perspective of those from diverse backgrounds; rarely addresses or corrects intolerant statements directed at individuals or groups.	Has begun to 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; sometimes demonstrates an asset-based perspective of those from diverse backgrounds; attempts 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 can bring whole selves to school; demonstrates an asset-based perspective of those from diverse backgrounds. Corrects intolerant statements directed at individual and groups, and addresses microaggressions when they occur. Usually 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 whole selves to school; celebrates diverse identities of both teachers and students, using their experiences as resources for learning. Proactively limits microaggressions and appropriately responds when they do occur, using clear and consistent protocols for how to address instances of bias. Always	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 got along with students who were different from me. TNTP Insight Survey % of staff who agree/strongly agree that: Diversity, Equity, and Inclusion <ul style="list-style-type: none"> • My school's leaders make promoting diversity and inclusion a high priority. • Teachers and staff at my school discuss

			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.				Relationships and Communication TNTP Insight Survey: % of teachers who agree/strongly agree with statements: Peer Culture <ul style="list-style-type: none"><i>The time I spend collaborating with my colleagues is productive.</i> 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) 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>I would recommend Caliber as a great place to work.</i>> 80% agree: <i>I know what is expected of me at work.</i> TNTP Insight Survey: % of teachers who agree/strongly
	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.	
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.	
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.	
Collaboration	Cooperates with others and provides opportunities for collaboration among others.				

	Rarely develops collaborative relationships with peers and direct reports to learn and share best practices; does not yet demonstrate effective skills for working on a team such as active listening and helping others; does not yet seek or offer help when needed.	Sometimes 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; sometimes observes these team meetings; uses limited data to analyze the effectiveness.	Usually develops effective collaborative relationships with peers and direct reports to learn and share best practices; usually works well in a team environment by active listening, seeking and offering help when needed; usually observes and analyzes the effectiveness of team meetings (e.g., PLCs, PDs, CPs, etc), solicits feedback, and adjusts accordingly.	Always develops effective collaborative relationships with peers and direct reports to learn and share best practices; always 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.	agree with statements: Leadership <ul style="list-style-type: none">Leaders at my school work hard to retain effective teachers. Peer Culture <ul style="list-style-type: none">There are many teachers at my school who set an example of what highly effective teaching looks like. DEI <ul style="list-style-type: none">My school has a diverse staff. Retention Strategies <p>% of teachers who report a leader used the following strategies in the past year:</p> <ul style="list-style-type: none">Identified opportunities for me to pursue teacher leadership roles.Put me in charge of something important.Provided me with access to additional resources for my classroom.Encouraged me to continue teaching at my school next year.Informed me that I am high-performing.Recognized my accomplishments publicly.Provided me with regular, positive feedback. Team Development <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.	Avoids courageous conversations, including those related to diversity; rarely maintains emotional constancy when facing conflict; rarely uses effective strategies with students and staff to assist with de-escalation; rarely provides clear, timely or appropriate follow-through.	Reactively responds to courageous conversations, including those related to diversity, but rarely initiates; sometimes maintains emotional constancy when facing conflict; sometimes uses effective strategies with students and staff to assist with de-escalation; sometimes provides clear, timely and appropriate follow-through.	Initiates courageous conversations, including those about diversity; usually maintains emotional constancy when facing conflict; uses effective strategies with students and staff to assist with de-escalation; usually provides clear, timely and appropriate follow-through; usually anticipates and identifies problems in relationships and generates at least one effective approach to address.	Builds collective capacity of the staff to engage in courageous conversations, including those related to diversity; always maintains emotional constancy when facing conflict; teaches strategies to students and staff to assist with de-escalation; always provides clear, timely and appropriate follow-through; anticipates and identifies problems in relationships and generates multiple approaches to address, and teaches others to do the same.
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.				Leadership team is comprised of fully aligned and highly skilled staff
	Rarely uses rituals, routines, systems, structures, and visual artifacts to communicate the organization’s mission, vision, and values to staff and students; sends inconsistent 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 begun to translate the mission and values into expectations for adults and students.	Widely 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 specific expectations for adults and students; expects staff to explicitly teach those expectations to students.	Widely uses aligned rituals, routines, systems, structures, and visual artifacts to communicate the organization’s vision, mission, and values to staff and students; builds the capacity of staff and students to translate the organization’s mission, and values into specific expectations for adults and students; consistently inspires, models and teaches the values and ensures staff explicitly teach those expectations to students; engages students and staff to be culture keepers on campus.	TNTP Insight Survey: <p>% of teachers who agree/strongly agree with statements:</p> Career Progression <ul style="list-style-type: none">Someone at my school is thinking about my career progression.The teachers who deserve leadership positions at my school are the most likely to get them. Coaching and Evaluation <p>Individual Development Plans for Teachers</p>
TALENT MANAGEMENT AND DEVELOPMENT					
Talent Management	Recruits, hires, assigns, and retains effective and diverse staff.				Evaluation process, measures, and targets are established at the BOY
	Ineffectively uses network resources to identify recruits; implements selection criteria that differs by candidate; rarely involves others in the hiring or selection process; rarely assesses qualifications when placing staff	Utilizes known network resources to identify high-quality recruits; drafts basic criteria for selecting and hiring staff; includes some members of leadership team in selection, hiring, and onboarding	Actively recruits diverse, high-quality candidates from established pipelines; develops and utilizes clear criteria for selection and hiring; involves teacher leaders and leadership team in selection, hiring, and onboarding processes; assigns	Actively recruits diverse, high-quality candidates from multiple, new and established, pipelines; develops and utilizes clear, specific criteria for selection and hiring; builds capacity of staff to lead and participate in selection, hiring, and onboarding processes; strategically	Evaluation process completed for every teacher and staff member TNTP Insight Survey: <p>% of teachers who agree/strongly agree with statements:</p>

	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">• <i>My school leaders articulate a clear overarching vision that drives priorities, goals and decision-making within the school.</i>• <i>Teachers understand how our actions contribute to school priorities and goals.</i>• <i>Teachers at my school share a common vision of what effective teaching looks like.</i> 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">• <i>When my school leadership commits to a program or priority, they follow through.</i> 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; is <u>highly</u> attuned 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 <u>not yet</u> demonstrated knowledge of the CASEL framework; <u>is not able yet</u> to articulate the <i>why</i> behind social-emotional learning and how it is different from character education; <u>does not 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 attempts</u> to <u>prioritize</u> the role mental health plays in human development by supporting the whole child through <u>a few</u> wrap around services.	Is <u>fluent</u> 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.	<u>Models fluency</u> 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 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 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>
	<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 aligns</u> 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.				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>
	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; attempts to ensure 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 not yet 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</u> to ensure that content and pedagogy reflect and affirm the identities of students; <u>attempts</u> to 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.				
	Rarely 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.	Occasionally 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.	Consistently 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	Consistently 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 not yet seek to understand stakeholders' (students, parents, staff, board, etc) needs; rarely develops operational solutions in response to stakeholder needs; does not yet understand the organization's goals and context and how operations can support them and enhance outcomes for students (e.g., the 4 Pillars); does not yet 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; attempts to develop operational solutions in response to expressed needs; somewhat understands the organization's goals and context and how operations can support them and enhance outcomes for students (e.g., the 4 Pillars); demonstrates inconsistent 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 high expectations for operations excellence.	Designs ongoing, systematic ways to understand stakeholders' (students, parents, staff, board, etc) needs; as a result, develops operational solutions that satisfy and delight 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); models and develops a culture of high expectations for operations excellence, and teaches others to do the same.	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"> Day-to-day operations at my school run smoothly. Procedures at my school maximize the time students spend learning. My school building is clean and well-maintained. My school's systems track student information (e.g., grading, attendance, testing) in a way that is useful and up-to-date. When I need something at my school, I know who to ask. Non-academic services for students (such as buses and school meals) are well-managed.
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 not yet proactively develop contingency plans; in unexpected and/or crisis situations, does not yet 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 inconsistent in reactions and in ability to solve situations effectively; sometimes demonstrates professionalism and an emotional constancy appropriate for the situation; sometimes follows-up after project completion to identify what went wrong and how to do better next time.	Almost always outlines plans by thinking ahead to "what might go wrong"; as a result, develops contingency plans and adds timeline "slack" to adjust; almost always addresses problems in crisis situations smoothly and quickly; almost always responds with professionalism and an emotional constancy appropriate for the situation when confronted with the unexpected; usually follows-up after project completion to identify what went wrong and how to do better next time (post-mortem).	Consistently outlines plans by thinking ahead to "what might go wrong"; as a result, regularly develops contingency plans and adds timeline "slack" to adjust; teaches others to do this same pre-mortem thinking and analysis; always addresses problems in crisis situations smoothly and quickly; models high levels of professionalism and an emotional constancy appropriate for the situation when confronted with the unexpected, and coaches others to do the same; always 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 limited qualitative and quantitative data to inform decision-making; sometimes	Almost always seeks out qualitative and quantitative data to inform decision-making; almost always	Always seeks out the appropriate qualitative and quantitative data to inform decision-making; always 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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Appendix E-16

Instructional Support Rubric

Instructional Assistant Rubric

IA name:

Date:

Domains	Score (1-4)				Comments
	1	2	3	4	
Learning environment					
<ul style="list-style-type: none"> Creates a culture of respect and equity 					
<ul style="list-style-type: none"> Creates a culture of high expectations for learning 					
Virtual Classroom management	1	2	3	4	
<ul style="list-style-type: none"> Monitors and adjusts tone as needed 					
<ul style="list-style-type: none"> Creates and teaches routines 					
<ul style="list-style-type: none"> Response to behavior includes balance of positive reinforcement, feedback and redirection 					
Instruction	1	2	3	4	
<ul style="list-style-type: none"> Utilizes curriculum/instructional strategies to progress students towards end of year goals 					
<ul style="list-style-type: none"> Engages students in learning activities; gives students academic feedback 					
<ul style="list-style-type: none"> Uses online learning platforms to support student learning and various student needs 					
<ul style="list-style-type: none"> Demonstrates flexibility and responsiveness 					
Caliber Values	1	2	3	4	
<ul style="list-style-type: none"> Is collaborative and receptive to feedback 					
<ul style="list-style-type: none"> Displays a sense of ownership (punctual, accurate, professionally dressed) 					
<ul style="list-style-type: none"> Holds self to high quality standards (asks questions, pushes to learn more) 					
<ul style="list-style-type: none"> Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity 					
<ul style="list-style-type: none"> Is purposeful (in planning, prep, uses time efficiently) Implements individualized program for students (accommodations, modifications, progress monitoring) 					
<ul style="list-style-type: none"> Collaborates with the lead teacher and other site personnel (Friday PDs) 					

Score: 1 = unsatisfactory; 2 = basic; 3 = proficient; 4 = distinguished; expectations for scores differ by experience level

Strengths:	Growth areas:	Support I need
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Appendix I-1

Fiscal Policies and Procedures



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 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.

Appendix I-2

Financial Assumptions and Forecast

Overview

When Caliber submitted a charter petition to open Caliber: ChangeMakers Academy in 2016, the organization committed to operating the school in a fiscally sound manner. Since then, Caliber has fulfilled that commitment and demonstrated its ability to successfully open and prudently manage a new school.

- The organization has developed reasonable budgets, secured philanthropic support, met or exceeded its financial projections, and received fiscal audits that are free of any material findings.
- The organization has consistently maintained prudent fiscal and risk management practices and ensured its schools remain on solid footing despite a challenging financial climate.
- The organization has financed and developed a private facility for ChangeMakers Academy, alleviating the burden on VCUSD to provide facilities under Prop 39. It has also secured State bond program funding to renovate and expand a permanent facility for its Beta Academy school in Richmond, CA.

Along the way, Caliber has built strong, collaborative working relationships with District staff and has remained in good standing with both the District and the school's SELPA. Caliber will maintain the same level of professionalism, fiscal prudence, and other financial and operational expertise as we open the proposed Caliber: High School.

The financial forecast for Caliber: High School is provided in the tables below. The forecast is consistent with the budgetary and fiscal management practices that Caliber 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 open and successfully operate the Caliber: High School for the proposed charter term and beyond.

If the District has questions or seeks further clarification regarding the forecast provided here, we would welcome the opportunity to meet to address them during the District's review process and within statutory timelines.

Enrollment & ADA

Caliber: High school proposes to open with approximately 150 9th grade students in the 2022-23 school year and to add 10th, 11th, and 12th grades in each of next three years of operation respectively as students matriculate through their senior year. It will serve approximately 600 students across grades 9-12 when it reaches full enrollment in 2025-26 and beyond. The *Enrollment Forecast* table included below indicates the forecasted enrollment and ADA through the term of the proposed initial charter term. Given the strong interest in the new school among current ChangeMakers Academy families and other families in the Vallejo community (as evidenced by the number of petition signatures we have collected), we do not anticipate any significant difficulty in meeting this enrollment forecast.

Caliber: High School has built its ADA and revenue forecasts using assumptions of student attendance and retention that are consistent with other well-run charter high schools and what Caliber has experienced in the past. The financial forecast for the proposed charter term is based on the assumption of a 93% ratio of ADA to enrollment, which is similar to what Caliber has observed in the past. As a result, the Charter School is confident that it will meet the ADA projections in the forecast.

Demographics

As noted in Element G of the petition, Caliber: High School anticipates serving a student population whose demographics closely mirror the District as a whole. The forecast model includes the following assumptions:

- a free and reduced price meals (FRPM) eligibility of 65%,
- a proportion of English Learners (ELs) of 15%,
- a Special Education program population of 12%, and
- an unduplicated student percentage of 70%.

In order to ensure the Charter School meets the FRPM and unduplicated student percentages above, Caliber: High School will implement an enrollment lottery preference (see Element H of the petition) that is similar to the one implemented at Caliber: ChangeMakers Academy. Specifically, the Charter School will provide a lottery preference for a percentage of its available seats to students who qualify as FRPM-eligible. The percentage will be set at a level that ensures that the school's FRPM percentage closely mirrors that of the District as a whole.

Financial Forecast

The *Summary Financial Projection* table below shows a high-level overview of the projected financial performance of the Charter School during its proposed initial charter term. The *Revenue Detail* and *Expense Detail* table shows the projected revenues and expenses at the SACS object level.

The following is a summary of the major revenue and expense categories included in those tables and the underlying assumptions behind each of them.

LCFF Revenue (inclusive of State Aid, EPA, and in Lieu Property Tax Revenue)

The Charter School's LCFF revenue forecast was created using the FCMAT Local Control Funding Formula Calculator (version 22.2a). The specific LCFF assumptions for COLA and Gap Funding are as follows:

	2022-23	2023-24	2024-25	2025-26	2026-27
Statutory COLA	2.48%	3.11%	3.54%	n/a	n/a
% LCFF Gap Funded	100%	100%	100%	100%	100%

In 2025-26 and 2026-27, where no COLA is available in the FCMAT calculator, the Charter School forecast assumes a 0% COLA. We anticipate actual LCFF revenues will exceed this amount.

Federal Revenues

The Charter School will apply for and expects to receive Title I, Title II, Title III, and Title IV funding. If necessary, the Charter School will join a consortium with other Caliber schools to apply for funding in years and programs where the Charter School would not otherwise qualify on its own. The funding forecast for these programs is equivalent to historical averages (on a \$/pupil basis). The Charter School will follow all Federal guidelines for expenditures in relation to Title program funding.

The Charter School's revenue forecast does not include a continuation of any of the one-time funding (e.g., ESSER) that the Federal government is currently providing. Caliber will apply for new funding if and when the Caliber: High School is eligible.

Special Education Revenues

The Charter School will apply for membership in the EDCOE Charter SELPA. Because Caliber's current schools are already members, and because Caliber is in good standing with the SELPA, we do not foresee any risk in being accepted into the SELPA.

The Charter School's forecast of State and Federal special education funding is based on the level of funding that the SELPA has recommended budgeting. The Charter School will follow all SELPA, State, and Federal guidelines for expenditures in relation to special education funding.

Meal Program / Child Nutrition Revenues

The Caliber: High School expects to receive both federal and state reimbursements for meals served to students who qualify for free and reduced-price meals. The Charter School anticipates serving four meals per day to students as follows:

- Breakfast and lunch will be served during the regular school day, and the Charter School will receive reimbursements for meals through the National School Lunch Program ("NSLP").
- Snacks and suppers will be served to students during after-school programming, and the Charter School will receive reimbursements through the Child and Adult Care Food Program ("CACFP").

The Charter School's financial forecast assumes meal quantities that are consistent with historical experience and federal and state reimbursements that are consistent with published rates. 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.

Local Revenues from Fundraising & Donations

Caliber has demonstrated a consistent track record of success in applying for and receiving private grants to open its previous schools (Beta Academy in Richmond, CA and ChangeMakers Academy in Vallejo, CA). We have discussed our plans to open Caliber: High School with donors who funded those previous schools, and they are enthusiastic about supporting the new school.

The financial model includes forecasted donations of \$2.0 million between the time of petition approval and the end of the Charter School's third year of operations. This level of donor support is consistent with amounts that Caliber has raised for previous school openings.¹ As such, the Charter School is confident in its ability to secure such donations.

That said, in the event that the Charter School is unable to secure donations at that level over this period of time, the Caliber central office has sufficient funds available from previous fundraising efforts to provide start-up funding for Caliber: High School from existing unrestricted accounts.² As such, the successful opening and operation of the Caliber: High School is not contingent on receiving new donations.

In addition to philanthropic start-up donations, Caliber: High School expects to receive ongoing fundraising support from committed and engaged parents at the Charter School. The parent communities at both of Caliber's current schools have consistently planned and executed annual events (such as the Spring Festival) to support community-building activities on campus. Caliber: High School anticipates similar events, but is not reliant on them to meet its core financial obligations. As such, revenues from these types of events have not been included in the financial forecast.

Staffing and Benefit Expenses

The *Staffing Forecast* table provided below includes the anticipated headcount for the Caliber: High School over its first five-year charter term. Salary levels have been benchmarked against district and charter school salary scales in the area to ensure that the Charter School is able to attract and retain qualified staff. Salary levels are forecasted to rise over time as teachers and other staff gain experience and move through Caliber's published pay scales.

Taxes, health, retirement, and other employee benefit expenses have been modeled on those that Caliber 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 many 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

¹ To date, Caliber has secured over \$2.5 million in grants and donations to support Beta Academy and \$2.6 million in grants and donations to support ChangeMakers Academy.

² The central office funds referenced here exclude fund balances of Caliber: Beta Academy and Caliber: ChangeMakers Academy, which would not be impacted by any contribution made by the Caliber central office to Caliber: High School.

employee's salary to the 401(k) plan, regardless of amounts contributed by the employee.

Instructional Supplies and Technology

The Charter School is budgeting for the purchase of education curriculum, supplies, software, technology, and other services to support students and staff. The technology expense forecast includes assumptions regarding the replacement lifecycle of equipment that are consistent with Caliber's historical operating experience. The Charter School has forecasted costs for the school's computer science, physical education, art/music, and other educational programs. The forecast anticipates an annual adjustment for inflation in all of these costs.

Contracted Services

In addition to the full-time staff that the Charter School expects to hire, Caliber: High School has also forecasted the hiring of independent contractors to provide specialized services (e.g., low incidence special education services). These services have been forecasted at a comparable rate (on a \$/student basis) as the historical costs Caliber has experienced at its current schools. The Charter School has also budgeted an appropriate SELPA administrative expense that is based on its intended participation in the EDCOE Charter SELPA. The forecast anticipates an annual adjustment for inflation in all of these costs.

Extracurricular Activities

As noted in Element A of the petition, the Charter School intends to offer a variety of extracurricular activities such as athletic programs, art & music programs, clubs, etc. The expense forecast includes the costs of these programs, which are benchmarked against costs incurred by other charter high schools offering similar programs. The forecast anticipates an annual adjustment for inflation in these costs.

Facilities

As noted in Miscellaneous Provisions of the petition, Caliber: High School intends to submit a Prop 39 facility request to the District in its initial year(s) of operation while it is below full enrollment. If the District is amenable to it, Caliber would welcome the opportunity to discuss the possibility of entering into an in lieu of Prop 39 facility use agreement similar to what was in place for ChangeMakers Academy before Caliber constructed a private facility for the school.

The forecast includes facility costs consistent with the Prop 39 regulations. Specifically, it reflects the Charter School paying the District 3% of its LCFF funding (rather than the 1% charter oversight fee that would apply without a Prop 39 facility relationship). The forecast also includes custodial and maintenance costs for the facility that are consistent with Caliber's historical operating experience.

It is Caliber's long-term aspiration to alleviate the District's Prop 39 burden by securing a suitable private facility for the Charter School like Caliber did with our ChangeMakers Academy school in Vallejo, and like Caliber is currently completing with our Beta Academy Campus in Richmond this year. Because the details and timing of such a project are not yet specified, they have not yet been factored into the current financial forecast.

Services Provided by Caliber Public Schools' School Support Organization (SSO)

The Caliber SSO will provide a variety of academic and instructional supports to the Charter School's leadership and teaching team under the leadership of the Caliber Head of Schools. 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, execution, and analysis
- Program innovation and development
- LCAP and strategic planning support

The Caliber SSO will also provide 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 and facility management support
- Meal program support

The Charter School will pay Caliber Public Schools an annual fee to provide these services. The fee is currently forecasted at an amount equal to 10% of the LCFF revenues of the Charter School, which matches the fee that Caliber's schools have paid in the past.

The Caliber Public Schools Board of Directors will review the services provided by the Caliber SSO and the fee collected from schools, including Caliber: High School, on an annual basis in conjunction with reviewing and approving the Charter School's annual budget. The Board will ensure that services are provided at a rate that remains comparable to that which is paid by other charter schools 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 with outside providers and ensure the Charter School expends no more than is reasonable on administrative services.

Meal Program Expenses

The Caliber: High School forecast assumes that a portion of students will elect to receive free meals. 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 programming. The costs of providing these meals are projected to increase each year with inflation.

Other Expenses

Other operating costs are estimated at rates comparable to Caliber's historical experience and are consistent with costs we observe at other well-run charter high schools.

Fund Balance

The revenues and expenses outlined above are combined in the *Summary Financial Projection* table 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 for Caliber's other schools in the past, the Caliber: High School expects to operate at a small overall financial surplus each year. As of the end of the 2026-27 fiscal year, the school expects to have net assets of approximately \$1.61 million.

Cash Flow

The Charter School has also prepared a 5-year monthly cash flow projection, which is included in the *Cash Flow Projection* tables below. Cash receipts are forecasted to arrive on the typical apportionment schedules set by the various funding sources including the State of California.

As a result of the normal timeline of apportionments, and similar to other new schools, Caliber: High School is projected to face tight cash positions at certain points during the fiscal year. Caliber has multiple levels of support to ensure that the Charter School does not face a cash short-fall at those times:

- Caliber has a committed to delay collection of the annual SSO fee in any year where that payment will present a cash flow issue for the Charter School.
- The Caliber central office has a \$3.35 million net asset balance (as of the end of the 2020-21 fiscal year) that is unrestricted and would be available to support the Charter School with additional working capital if needed.³
- Caliber has a \$2.0 million line of credit with First Republic Bank that can be drawn upon if needed to fund any cash flow gaps at the Charter School.

As is evidenced in the monthly cash flow forecast and taking into account the level of financial support described here, Caliber: High School's 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 throughout the duration of the proposed charter term.

³ As noted above, the central office funds referenced here exclude fund balances of Caliber: Beta Academy and Caliber: ChangeMakers Academy, which would not be impacted by any contribution made by the Caliber central office to Caliber: High School.

Caliber: High School Charter Petition					
Enrollment Forecast					
ENROLLMENT SUMMARY	Projected	Projected	Projected	Projected	Projected
Enrollment by Grade	2022-23	2023-24	2024-25	2025-26	2026-27
9	150	150	150	150	150
10	0	150	150	150	150
11	0	0	150	150	150
12	0	0	0	150	150
Total Enrolled	150	300	450	600	600
ADA %	93%	93%	93%	93%	93%
ADA	139.50	279.00	418.50	558.00	558.00

**Caliber: High School Charter Petition
Summary Financial Projection**

FINANCIAL SUMMARY	Projected 2020-21	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
Revenues						
LCFF Funding	\$ -	\$ 1,779,100	\$ 3,668,800	\$ 5,698,400	\$ 7,597,800	\$ 7,597,800
Federal Title Funding	\$ -	\$ 46,800	\$ 83,500	\$ 120,300	\$ 157,000	\$ 157,000
SPED Funding	\$ -	\$ 120,700	\$ 237,700	\$ 354,700	\$ 471,700	\$ 490,400
Meal Funding	\$ -	\$ 40,700	\$ 81,300	\$ 122,000	\$ 162,600	\$ 162,600
Other Public Revenues	\$ -	\$ 29,000	\$ 64,500	\$ 100,100	\$ 135,600	\$ 142,100
Local Revenue	\$ 600,000	\$ 600,000	\$ 400,000	\$ 400,000	\$ -	\$ -
Total Revenues	\$ 600,000	\$ 2,616,300	\$ 4,535,800	\$ 6,795,300	\$ 8,524,700	\$ 8,550,000
Expenses						
Compensation	\$ 125,000	\$ 1,289,800	\$ 2,168,400	\$ 3,295,100	\$ 4,079,400	\$ 4,242,600
Payroll Taxes & Benefits	\$ 28,500	\$ 287,600	\$ 488,400	\$ 751,900	\$ 937,300	\$ 979,100
Instruction Supplies & Services	\$ -	\$ 756,900	\$ 1,258,000	\$ 1,806,800	\$ 2,279,400	\$ 2,334,400
Meals	\$ -	\$ 62,900	\$ 103,800	\$ 144,700	\$ 185,600	\$ 185,800
Administration	\$ -	\$ 408,000	\$ 674,600	\$ 963,000	\$ 1,231,100	\$ 1,239,000
Facilities	\$ -	\$ 75,400	\$ 154,500	\$ 238,100	\$ 320,800	\$ 324,200
Total Expenses	\$ 153,500	\$ 2,580,200	\$ 4,335,600	\$ 6,464,200	\$ 8,118,600	\$ 8,362,900
Net Income	\$ 446,500	\$ 36,100	\$ 200,200	\$ 331,100	\$ 406,100	\$ 187,100
Fund Balance						
Beginning Fund Balance	\$ -	\$ 446,500	\$ 482,600	\$ 682,800	\$ 1,013,900	\$ 1,420,000
Net Income	\$ 446,500	\$ 36,100	\$ 200,200	\$ 331,100	\$ 406,100	\$ 187,100
Ending Fund Balance	\$ 446,500	\$ 482,600	\$ 682,800	\$ 1,013,900	\$ 1,420,000	\$ 1,607,100

Note: Figures shown do not always total exactly due to rounding.

Caliber: High School Charter Petition
Revenue Detail

REVENUE DETAIL	Projected 2020-21	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
LCFF Funding						
8012 - LCFF-EPA	\$ -	\$ 27,900	\$ 55,800	\$ 83,700	\$ -	\$ -
8015 - LCFF-State Aid	\$ -	\$ 1,402,487	\$ 2,915,460	\$ 4,568,436	\$ 6,202,846	\$ 6,202,846
8096 - LCFF-Prop Tx	\$ -	\$ 348,750	\$ 697,500	\$ 1,046,250	\$ 1,395,000	\$ 1,395,000
Federal Funding						
8291 - Title I	\$ -	\$ 30,000	\$ 60,000	\$ 90,000	\$ 120,000	\$ 120,000
8292 - Title II	\$ -	\$ 4,500	\$ 9,000	\$ 13,500	\$ 18,000	\$ 18,000
8293 - Title III	\$ -	\$ 2,250	\$ 4,500	\$ 6,750	\$ 9,000	\$ 9,000
8294 - Title IV	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
SPED Funding						
8792 - SPED-CA	\$ -	\$ 86,351	\$ 172,701	\$ 259,052	\$ 345,402	\$ 345,402
8181 - SPED-Fed	\$ -	\$ -	\$ 18,750	\$ 37,500	\$ 56,250	\$ 75,000
8182 - ERMHS Lev 3	\$ -	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500
Meal Funding						
8220 - Meals-Fed	\$ -	\$ 38,250	\$ 76,500	\$ 114,750	\$ 153,000	\$ 153,000
8520 - Meals-CA	\$ -	\$ 2,400	\$ 4,800	\$ 7,200	\$ 9,600	\$ 9,600
Other Public Revenues						
8550 - Block Grant	\$ -	\$ -	\$ 6,538	\$ 13,077	\$ 19,615	\$ 26,153
8560 - Lottery	\$ -	\$ 28,995	\$ 57,989	\$ 86,984	\$ 115,979	\$ 115,979
8590 - Other CA Rev	\$ -	\$ 11,880	\$ 23,760	\$ 35,640	\$ 47,520	\$ 47,520
Local Revenue						
8699 - Other Local Rev	\$ 600,000	\$ 600,000	\$ 400,000	\$ 400,000	\$ -	\$ -
Total Revenues	\$ 600,000	\$ 2,616,263	\$ 4,535,798	\$ 6,795,339	\$ 8,524,712	\$ 8,550,000

Note: Figures shown do not always total exactly due to rounding.

Caliber: High School Charter Petition
Expense Detail

EXPENSE DETAIL	Projected 2020-21	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
Certificated Salaries						
1110 - Teachers-Cert	\$ -	\$ 544,000	\$ 1,121,760	\$ 1,734,631	\$ 2,384,016	\$ 2,479,376
1310 - Principal-Cert	\$ 75,000	\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
1320 - Asst Principal-Cert	\$ -	\$ 95,000	\$ 196,300	\$ 304,152	\$ 316,318	\$ 328,971
1910 - Other Cert	\$ -	\$ 95,000	\$ 98,800	\$ 102,752	\$ 106,862	\$ 111,137
1920 - Instr Coach-Cert	\$ -	\$ 85,000	\$ 88,400	\$ 176,936	\$ 184,013	\$ 191,374
Non-certificated Salaries						
2120 - Aides-Class	\$ -	\$ 50,000	\$ 104,000	\$ 162,160	\$ 168,646	\$ 175,392
2210 - Janitorial	\$ -	\$ 50,000	\$ 52,000	\$ 108,080	\$ 112,403	\$ 116,899
2220 - Food Service	\$ -	\$ 50,000	\$ 52,000	\$ 108,080	\$ 112,403	\$ 116,899
2330 - Other Admin-Class	\$ 50,000	\$ 193,800	\$ 271,052	\$ 352,894	\$ 439,510	\$ 457,090
2410 - Office Staff	\$ -	\$ 65,000	\$ 119,600	\$ 178,384	\$ 185,519	\$ 192,940
Employee Benefits						
3311 - FICA-SS	\$ 7,750	\$ 84,184	\$ 138,825	\$ 208,858	\$ 257,667	\$ 267,974
3321 - FICA-Med	\$ 1,813	\$ 19,688	\$ 32,467	\$ 48,846	\$ 60,261	\$ 62,671
3401 - Health Ins	\$ 14,682	\$ 138,748	\$ 242,809	\$ 382,424	\$ 481,854	\$ 505,947
3501 - SUI	\$ 476	\$ 4,284	\$ 7,140	\$ 10,710	\$ 12,852	\$ 12,852
3601 - Workers Comp	\$ 625	\$ 6,789	\$ 11,196	\$ 16,843	\$ 20,780	\$ 21,611
3911 - 401k	\$ 3,125	\$ 33,945	\$ 55,978	\$ 84,217	\$ 103,898	\$ 108,054
Books and Supplies						
4110 - Printed Instr Mat	\$ -	\$ 22,950	\$ 46,818	\$ 71,632	\$ 97,419	\$ 99,367
4120 - Instr SW/Lic	\$ -	\$ 11,475	\$ 23,409	\$ 35,816	\$ 48,709	\$ 49,684
4310 - Instr Mat (excl SW)	\$ -	\$ 43,350	\$ 67,626	\$ 98,162	\$ 124,479	\$ 126,967
4330 - Assess SW/Lic	\$ -	\$ 4,590	\$ 9,364	\$ 14,326	\$ 19,484	\$ 19,873
4360 - Print/Copy Supp	\$ -	\$ 15,300	\$ 31,212	\$ 47,754	\$ 64,946	\$ 66,245
4370 - Admin Supp	\$ -	\$ 41,820	\$ 42,656	\$ 43,509	\$ 44,380	\$ 45,266

4380 - Admin SW/Lic	\$	-	\$	5,100	\$	5,202	\$	5,306	\$	5,412	\$	5,520
4390 - Custodial Supp	\$	-	\$	3,825	\$	7,803	\$	11,939	\$	16,236	\$	16,561
4410 - Instruct Tech Equip	\$	-	\$	45,594	\$	90,515	\$	153,488	\$	185,745	\$	189,460
4450 - Class Furniture	\$	-	\$	10,200	\$	10,404	\$	10,612	\$	10,824	\$	11,041
4460 - Office Furniture	\$	-	\$	5,100	\$	5,202	\$	5,306	\$	5,412	\$	5,520
4710 - Meal Service	\$	-	\$	50,650	\$	91,300	\$	131,950	\$	172,600	\$	172,600
4740 - Other Meals, Local	\$	-	\$	12,240	\$	12,485	\$	12,734	\$	12,989	\$	13,249
Services and Other Operating Exp												
5110 - Student Transport	\$	-	\$	40,300	\$	56,212	\$	72,754	\$	89,946	\$	91,245
5250 - Conf & Events	\$	-	\$	18,360	\$	31,212	\$	47,754	\$	58,451	\$	59,620
5310 - Dues/Membership	\$	-	\$	1,020	\$	1,040	\$	1,061	\$	1,082	\$	1,104
5410 - Insurance	\$	-	\$	13,005	\$	26,530	\$	40,591	\$	55,204	\$	56,308
5520 - Custodial Svcs	\$	-	\$	30,600	\$	62,424	\$	95,509	\$	129,892	\$	132,490
5620 - Other Facility Rent	\$	-	\$	35,583	\$	73,375	\$	113,968	\$	151,957	\$	151,957
5630 - Copier Lease	\$	-	\$	7,650	\$	15,606	\$	23,877	\$	32,473	\$	33,122
5640 - Gen Repairs	\$	-	\$	5,355	\$	10,924	\$	16,714	\$	22,731	\$	23,186
5810 - Legal Fees	\$	-	\$	10,200	\$	10,404	\$	10,612	\$	10,824	\$	11,041
5830 - Other Prof Svc	\$	-	\$	263,300	\$	408,140	\$	558,685	\$	715,109	\$	728,529
5832 - Substitutes	\$	-	\$	18,360	\$	31,212	\$	47,754	\$	58,451	\$	59,620
5840 - Network Fees	\$	-	\$	177,914	\$	366,876	\$	569,839	\$	759,785	\$	759,785
5850 - Oversight Fees	\$	-	\$	17,791	\$	36,688	\$	56,984	\$	75,978	\$	75,978
5860 - SELPA Fees	\$	-	\$	4,829	\$	9,508	\$	14,188	\$	18,867	\$	19,617
5910 - Internet	\$	-	\$	10,200	\$	10,404	\$	10,612	\$	10,824	\$	11,041
5930 - Cell Phones	\$	-	\$	5,508	\$	9,364	\$	14,326	\$	17,535	\$	17,886
5940 - Postage/Shipping	\$	-	\$	1,530	\$	3,121	\$	4,775	\$	6,495	\$	6,624
Other Outgo												
7438 - Int Exp/Bank Fees	\$	-	\$	1,020	\$	1,040	\$	1,061	\$	1,082	\$	1,104
Total Expenses	\$	153,471	\$	2,580,157	\$	4,335,603	\$	6,464,173	\$	8,118,555	\$	8,362,879

Note: Figures shown do not always total exactly due to rounding.

**Caliber: High School Charter Petition
Staffing Forecast**

STAFFING SUMMARY	Projected 2020-21	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
Certificated Positions						
School Leader	0.5	1.0	1.0	1.0	1.0	1.0
Assistant Principals		1.0	2.0	3.0	3.0	3.0
Intervention/ ELD Leads		1.0	1.0	2.0	2.0	2.0
Teachers		7.0	14.0	20.0	26.0	26.0
College/Career Counsellors				1.0	2.0	2.0
SPED Program Specialist		1.0	1.0	1.0	1.0	1.0
SPED Teachers			1.0	2.0	3.0	3.0
SEL Clinicians		1.0	2.0	3.0	4.0	4.0
Total Certificated FTE	0.5	12.0	22.0	33.0	42.0	42.0
Classified Positions						
Athletic Director		1.0	1.0	1.0	1.0	1.0
Paraprofessionals (SPED)		1.0	2.0	3.0	3.0	3.0
Operations Lead	0.5	1.0	1.0	1.0	1.0	1.0
Office Staff		1.0	2.0	3.0	3.0	3.0
Meal Staff		1.0	1.0	2.0	2.0	2.0
Facility Staff		1.0	1.0	2.0	2.0	2.0
Total Classified FTE	0.5	6.0	8.0	12.0	12.0	12.0
Total Staff on Payroll	1.0	18.0	30.0	45.0	54.0	54.0

Note: Staff counts above exclude 3rd party independent contractors hired to provide specialty services (e.g., the SPED program)

Caliber: High School Charter Petition
Cash Flow Projection - 2021-22 through 2023-24

MONTHLY CASH FLOWS - Page 1

	2021						2022					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance (*)							\$ -	\$ 574,422	\$ 548,843	\$ 523,265	\$ 497,686	\$ 472,108
Operating Cash Flows												
Current Year Revenue Collection							\$ 600,000	\$ -	\$ -	\$ -	\$ -	\$ -
Current Year Expense Outlay							-\$ 25,578	-\$ 25,578	-\$ 25,578	-\$ 25,578	-\$ 25,578	-\$ 25,579
Changes in Working Capital							\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,916
Total							\$ 574,422	-\$ 25,578	-\$ 25,578	-\$ 25,578	-\$ 25,578	-\$ 19,662
Borrowing / Repayment of Debt							\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance							\$ 574,422	\$ 548,843	\$ 523,265	\$ 497,686	\$ 472,108	\$ 452,445

MONTHLY CASH FLOWS

	2022						2023					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	\$ 452,445	\$ 368,318	\$ 294,371	\$ 255,472	\$ 248,609	\$ 208,156	\$ 162,983	\$ 730,150	\$ 737,083	\$ 722,908	\$ 691,206	\$ 648,588
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 92,159	\$ 138,732	\$ 170,769	\$ 163,906	\$ 175,267	\$ 772,801	\$ 212,567	\$ 192,734	\$ 179,950	\$ 165,566	\$ 351,811
Current Year Expense Outlay	-\$ 81,058	-\$ 166,106	-\$ 177,631	-\$ 177,631	-\$ 204,359	-\$ 217,594	-\$ 205,634	-\$ 205,634	-\$ 206,909	-\$ 211,652	-\$ 208,184	-\$ 517,765
Changes in Working Capital	-\$ 3,069	\$ -	\$ -	\$ -	\$ -	-\$ 2,847	\$ -	\$ -	\$ -	\$ -	\$ -	-\$ 81,273
Total	-\$ 84,127	-\$ 73,947	-\$ 38,900	-\$ 6,862	-\$ 40,453	-\$ 45,173	\$ 567,167	\$ 6,933	-\$ 14,175	-\$ 31,702	-\$ 42,618	-\$ 247,227
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 368,318	\$ 294,371	\$ 255,472	\$ 248,609	\$ 208,156	\$ 162,983	\$ 730,150	\$ 737,083	\$ 722,908	\$ 691,206	\$ 648,588	\$ 401,361

MONTHLY CASH FLOWS

	2023						2024					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	\$ 401,361	\$ 254,267	\$ 253,544	\$ 266,156	\$ 319,014	\$ 327,970	\$ 305,345	\$ 720,369	\$ 816,883	\$ 868,901	\$ 891,391	\$ 888,895
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 190,042	\$ 284,524	\$ 351,280	\$ 337,001	\$ 359,206	\$ 755,345	\$ 436,835	\$ 393,640	\$ 369,574	\$ 340,426	\$ 717,926
Current Year Expense Outlay	-\$ 136,221	-\$ 274,188	-\$ 298,423	-\$ 298,423	-\$ 339,021	-\$ 353,066	-\$ 340,321	-\$ 340,321	-\$ 341,622	-\$ 347,084	-\$ 342,922	-\$ 923,990
Changes in Working Capital	-\$ 10,873	\$ 83,424	\$ 26,511	\$ -	\$ 10,976	-\$ 28,764	\$ -	\$ -	\$ -	\$ -	\$ -	-\$ 220,078
Total	-\$ 147,094	-\$ 722	\$ 12,612	\$ 52,857	\$ 8,956	-\$ 22,624	\$ 415,024	\$ 96,514	\$ 52,018	\$ 22,490	-\$ 2,497	-\$ 426,143
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 254,267	\$ 253,544	\$ 266,156	\$ 319,014	\$ 327,970	\$ 305,345	\$ 720,369	\$ 816,883	\$ 868,901	\$ 891,391	\$ 888,895	\$ 462,752

Note: Figures shown do not always total exactly due to rounding.

Caliber: High School Charter Petition
Cash Flow Projection - 2024-25 through 2026-27

MONTHLY CASH FLOWS - Page 2

	2024						2025					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	\$ 462,752	\$ 268,807	\$ 343,908	\$ 386,200	\$ 481,209	\$ 520,280	\$ 506,426	\$ 951,052	\$ 1,121,589	\$ 1,220,976	\$ 1,279,349	\$ 1,298,149
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 295,176	\$ 439,921	\$ 544,448	\$ 522,053	\$ 555,100	\$ 950,545	\$ 676,457	\$ 606,633	\$ 571,986	\$ 527,372	\$ 1,105,647
Current Year Expense Outlay	-\$ 201,864	-\$ 407,656	-\$ 449,439	-\$ 449,439	-\$ 504,593	-\$ 520,113	-\$ 505,919	-\$ 505,919	-\$ 507,246	-\$ 513,613	-\$ 508,572	-\$ 1,389,802
Changes in Working Capital	\$ 7,919	\$ 187,581	\$ 51,810	\$ -	\$ 21,610	-\$ 48,841	\$ -	\$ -	\$ -	\$ -	\$ -	-\$ 356,446
Total	-\$ 193,944	\$ 75,101	\$ 42,292	\$ 95,009	\$ 39,071	-\$ 13,854	\$ 444,626	\$ 170,537	\$ 99,387	\$ 58,373	\$ 18,800	-\$ 640,602
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 268,807	\$ 343,908	\$ 386,200	\$ 481,209	\$ 520,280	\$ 506,426	\$ 951,052	\$ 1,121,589	\$ 1,220,976	\$ 1,279,349	\$ 1,298,149	\$ 657,547

MONTHLY CASH FLOWS

	2025						2026					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	\$ 657,547	\$ 424,931	\$ 609,727	\$ 712,327	\$ 877,277	\$ 975,161	\$ 993,750	\$ 1,096,026	\$ 1,366,126	\$ 1,541,458	\$ 1,663,930	\$ 1,732,601
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 393,568	\$ 586,389	\$ 725,848	\$ 695,989	\$ 739,878	\$ 733,978	\$ 901,803	\$ 808,388	\$ 762,509	\$ 703,080	\$ 1,473,279
Current Year Expense Outlay	-\$ 255,307	-\$ 508,364	-\$ 560,898	-\$ 560,898	-\$ 630,350	-\$ 646,099	-\$ 631,703	-\$ 631,703	-\$ 633,056	-\$ 640,038	-\$ 634,409	-\$ 1,785,735
Changes in Working Capital	\$ 22,691	\$ 299,591	\$ 77,109	\$ -	\$ 32,245	-\$ 75,190	\$ -	\$ -	\$ -	\$ -	\$ -	-\$ 498,532
Total	-\$ 232,616	\$ 184,795	\$ 102,600	\$ 164,951	\$ 97,884	\$ 18,589	\$ 102,275	\$ 270,100	\$ 175,332	\$ 122,472	\$ 68,671	-\$ 810,988
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 424,931	\$ 609,727	\$ 712,327	\$ 877,277	\$ 975,161	\$ 993,750	\$ 1,096,026	\$ 1,366,126	\$ 1,541,458	\$ 1,663,930	\$ 1,732,601	\$ 921,613

MONTHLY CASH FLOWS

	2026						2027					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	\$ 921,613	\$ 701,392	\$ 974,973	\$ 1,085,300	\$ 1,231,315	\$ 1,319,955	\$ 1,300,790	\$ 1,383,160	\$ 1,634,206	\$ 1,792,519	\$ 1,895,771	\$ 1,944,482
Operating Cash Flows												
Current Year Revenue Collection	\$ -	\$ 393,568	\$ 588,980	\$ 727,076	\$ 697,216	\$ 742,086	\$ 735,206	\$ 903,883	\$ 812,529	\$ 764,589	\$ 704,308	\$ 1,480,560
Current Year Expense Outlay	-\$ 263,598	-\$ 523,587	-\$ 581,060	-\$ 581,060	-\$ 651,456	-\$ 667,520	-\$ 652,836	-\$ 652,836	-\$ 654,216	-\$ 661,337	-\$ 655,596	-\$ 1,817,783
Changes in Working Capital	\$ 43,377	\$ 403,600	\$ 102,408	\$ -	\$ 42,879	-\$ 93,731	\$ -	\$ -	\$ -	\$ -	\$ -	-\$ 493,015
Total	-\$ 220,221	\$ 273,581	\$ 110,327	\$ 146,015	\$ 88,640	-\$ 19,165	\$ 82,370	\$ 251,047	\$ 158,313	\$ 103,252	\$ 48,712	-\$ 830,238
Borrowing / Repayment of Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 701,392	\$ 974,973	\$ 1,085,300	\$ 1,231,315	\$ 1,319,955	\$ 1,300,790	\$ 1,383,160	\$ 1,634,206	\$ 1,792,519	\$ 1,895,771	\$ 1,944,482	\$ 1,114,244

Note: Figures shown do not always total exactly due to rounding.

Appendix N-1

Uniform Complaint Procedure

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.

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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).

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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.

Page 28

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.

Page 29

- 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.

Page 30

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: _____

Page 31

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

Adult Education	Consolidated Categorical Aid	Agricultural Vocational Education
American Indian Education	Child Nutrition	Career/Technical Education
Child Development Programs	No Child Left Behind Programs	Foster/Homeless Youth
Migrant Education	Every Student Succeeds Act Prog.	Regional Occupational Programs
Special Education	State Preschool	Tobacco-Use Prevention Education
Pupil Fees	Local Control Funding Formula/	Lactating Pupils
Bilingual Education	Local Control and Accountability	Economic Impact Aid
After School Education and Safety Plan		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	Immigration Status	Sex (Actual or Perceived)
Ancestry	Gender / Gender Expression /	Sexual Orientation (Actual or Perceived)
Color	Gender Identity	Based on association with a person or
Disability (Mental or Physical)	Genetic Information	group with one or more of these
Ethnic Group Identification	National Origin	actual or perceived characteristics
Medical Condition	Race or Ethnicity	Marital Status
	Religion	

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?

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Signature: _____ Date: _____

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

MEETING MINUTES


Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the VCUSD Governing Board may request assistance by contacting the Superintendent's Office at (707) 556-8921 ext. 50002; Fax: (707) 638-0410. The request must be made at least 48 hours in advance. Wheelchair access is provided at all meetings.

Vallejo City Unified School District Vision

- **Our Vision** is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.
- **Our Goal** is for every student to have clear attainable pathways to career and/or college success.
- **In Support of our Vision**, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

Location: VIRTUAL MEETING Time: 4:00 p.m.; Closed Session 4:10 p.m.; Public Session at 5:00 pm approximately

In light of public health concerns due to COVID-19, VCUSD Governing Board meetings will convene electronically by means of video conferencing until further notice. Members of the public may observe through live stream, dial-in, and submission of comment(s). Options for accessing the meeting for viewing and for making comments are as follows:

- Dial-in
 - Phone Numbers
(US)+1 617-675-4444
(<https://simbli.eboardsolutions.com//SU/74kM4o30Y91plus7ut9slsh2MjgA==>)
PIN: 323 256 979 7020#
- To access our Youtube channel for the live stream, please click this link
(<https://simbli.eboardsolutions.com//SU/WdgmtWZALCh0JgnGwZhOQw==>) . to be notified when we are broadcasting live, please click the bell icon  to subscribe.
- To submit or make comments during the meeting:
 - **For Viewers and/or Non-meeting participants:**
 - Prior to or during the meeting, comments on a specific agenda item and comments during Forum (*Community Members*) can be submitted by email to suptoffice@vcusd.org. Include the agenda title and item number in the subject of your email. Comments will be read at the appropriate time.
 - **For Dial-In participants:**
 - To make comments live, click here
(<https://simbli.eboardsolutions.com//SU/691XLXoY16g274slshpLkn1Kg==>) to complete the Comments form. Complete one form for each agenda item request.

Attendees

Voting Members

John Fox, Trustee

Christy Gardner, Trustee

Tony Gross, Board Vice President

Dr. Tony Ubalde Jr., Board President

Dr. Latyna Young, Trustee

1. Call to Order

President Ubalde called the meeting to order at 4:05 p.m.

a. Roll Call

b. Public Comment on Closed Session Agenda Items

c. Recess to Closed Session

President Ubalde recessed the meeting to Closed Session at 4:06 p.m.

2. Closed Session

a. CONFERENCE WITH LABOR NEGOTIATORS (Government Code section 54957.6) Agency negotiators:
Dr. Gigi F. Patrick, Assistant Superintendent, Human Resources

b. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Government Code section 54956.9, paragraph (1) of subdivision (d) of Section 54956.9) Case name unspecified: Disclosure would jeopardize existing settlement negotiations) OAH #2021080499; OAH #2018110359 (2 Cases)

3. Public Meeting

a. Reconvene to Public Session

President Ubalde reconvened the meeting to Public Session at 5: 15 p.m.

b. Roll Call

c. Pledge of Allegiance

d. Report of Actions Taken in Closed Session

President Ubalde reported the Board had discussions on labor negotiations and no action was taken. Conference with Legal Counsel case #202108499 a settlement agreement was approved with a 5-0 vote. Potential litigation was resolved with a 5-0 vote on the dispute.

4. Adoption of Board Agenda

A motion to Adopt the agenda as Amended to correct Consent Item 7s attachment and move the item to 8d.

Motion made by: Tony Gross

Motion seconded by: Christy Gardner

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

5. Recognitions/Presentations

6. Forum

a. Vallejo Education Association (VEA), California School Employee Association (CSEA), and Vallejo School Managers Association (VSMA) Representatives

Rhonda Reason-Thomas, Administrative Assistant for the Superintendent read emailed comments from Kevin Steele, VEA President and Kim Mitchell-Lewis, President of VSMA.

b. Reports of District Advisory Committees

c. Community Members

7. CONSENT ITEMS

Approval of Consent Items 7a through 7r. 7s is pulled and placed at 8d on the agenda.

Motion made by: Christy Gardner

Motion seconded by: Tony Gross

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

a. Governing Board Meeting Minutes (SPALDING)

b. Resolution 2959 - Recognizing Veterans Day, November 11, 2021 (SPALDING)

c. Resolution 2985 - Recognizing November 2021 as Native American Heritage Month (SPALDING)

d. Resolution 2984 - JVC Kenwood (ROMAO)

- e. Approval of Contract Between Vallejo city Unified School District and Pacific Power Systems (ROMAO)
- f. Approval of Contract Between Vallejo city Unified School District and Pacific Power Systems-Electric (ROMAO)
- g. Approval of Contract between Vallejo City Unified School District and Surveillance Systems Incorporate (ROMAO)
- h. John Finney High School Finals and Last Day of School Schedule (SANTOS)
- i. Approval of Contract Between Vallejo City Unified School District and the Stepping Stone Group LLC (SANTOS)
- j. Approval of Contract between Vallejo City Unified School District and Seneca Family of Agencies (SANTOS)
- k. Approval of the Edgenuity Online Platform Proposal (A) (SANTOS)
- l. Clinical Medical Assistant (CMA) Program and Career Technical Education (CTE) (SANTOS)
- m. Approval of Contract Between Vallejo City Unified School District and Innovative Education (SANTOS)
- n. Approval of Contract Between Vallejo City Unified School District and Public Consulting Group Inc. (SANTOS)
- o. Purchase Orders (LOZA)
- p. Vendor Warrants Report (LOZA)
- q. Disposal of Obsolete Surplus Property (LOZA)
- r. Personnel Actions No. 1639 (PATRICK)
- s. School Plan for Student Achievement 2021-2022 (SUMMERS)
 - Item 7s was pulled from Consent and moved to Item 8d to announce
 - The following edits to the SPSA attachments to include the correct approval dates. The software application with this data has the correct dates.

1. **Lincoln** – Page 54 (SSC public meeting date and approval should read 10/12/2021)
2. **Cooper** – Page 89 (Principal, Janice Lubin, date should read 10/12/21)
3. **Finney** – Page 52 (SSC public meeting date should read 10/12/2021)
4. **Solano-Widenmann** – Page 75 SSC meeting date should read 10/12/2021

Motion made by: Tony Gross

Motion seconded by: John Fox

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

8. ACTION ITEMS

a. Public Hearing On The Initial Joint Re-Opener Proposals For 2021-2022 Year From The Vallejo City Unified School District (VCUSD) And The Vallejo Education Association (VEA) (PATRICK)

President Ubalde opened the Public Hearing at 5:24 p.m.

President Ubalde closed the Public Hearing at 5:25 p.m.

b. Caliber High School Charter Petition (ROMAO)

Caliber Superintendent Terence Johnson introduced his team of presenters from Caliber Charter School. Rhonda Reason-Thomas, Administrative Assistant for the Superintendent read email comments in favor of the Caliber High School Charter Petition from speakers Hung Pham, Brian Greenberg, Kerby Lynch, J.T. Schiltz, Dominique Warren, Dr. Soundhari Balaguru, Moana Laie and Alivia Bowman.

c. Vallejo Regional Education Center Naming Process (ROMAO)

Trustee Young made the motion to table this item for another meeting. Trustee Fox seconded the motion. Community comments on this item will be read at Item 11a.

Motion made by: Dr. Latyna Young

Motion seconded by: John Fox

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Abstain

Dr. Tony Ubalde Jr. - No

Dr. Latyna Young - Yes

9. INFORMATION ITEM/STUDY

a. Measure S Bond Project Update (ROMAO)

Rebecca Oraboni, Director of Maintenance and Operations introduced Aaron Jobson of Quattrocchi Kwok Architects (QKA), and Anna Win of ATI/AC Martin Architects, who presented Measure S Project updates to the Board.

10. Reports

a. Superintendent

Superintendent Spalding presented updates to the Board regarding safety protocols, advocating for policies in public education, a future Early Childcare Center at the Beverly Hills site, filling current positions in the District.

b. Board Members

Board members reported information on their events, activities and trainings that took place in the past couple weeks.

11. Community Forum if needed

Rhonda Reason-Thomas, Administrative Assistant to the Superintendent read emailed comments in favor of renaming the facility from speakers Bob Sampayan, Dinah Villanueva-Ryan, Cris Vallanueva, Aileen Pagtakhan, Jess Ramos, Nicollette Morales, Geordan Arenal, Erica Parpan and Yaminah Lunar.

12. Closed Session, if needed

13. Announcement of Upcoming Meetings

The next Regular Governing Board meeting will be November 17, 2021


Reminder the December 1, 2021, meeting is canceled.

Monday, November 8, 2021, at 6:00 p.m., Equity Training with Debra Keys-Write and Nicole Anderson.

14. Future Board Agenda Items

15. Adjourn

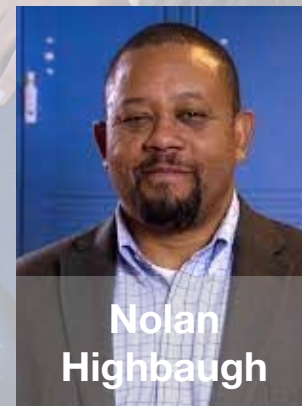
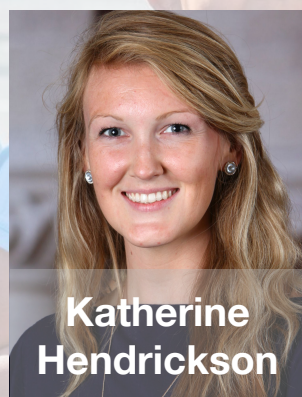
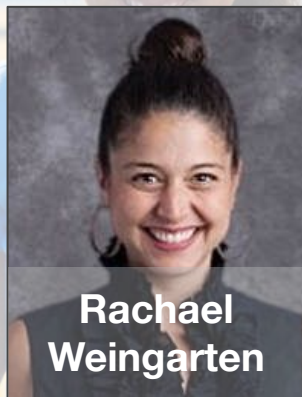
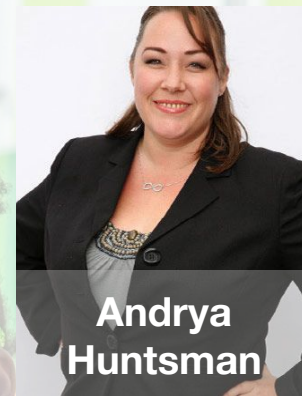
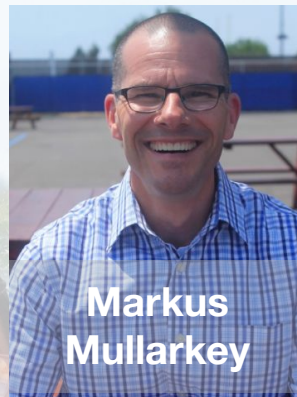
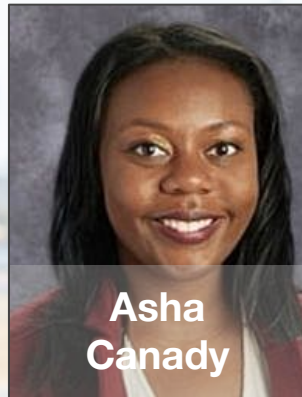
President Ubalde adjourned the meeting at 7:06 p.m.

A group of students are gathered around a telescope, looking through it with interest. The focus is on the students' faces and the telescope, with a soft, natural light illuminating the scene.

Caliber: High School

Charter Establishment Hearing
Vallejo City Unified School District
November 3, 2021

Introductions

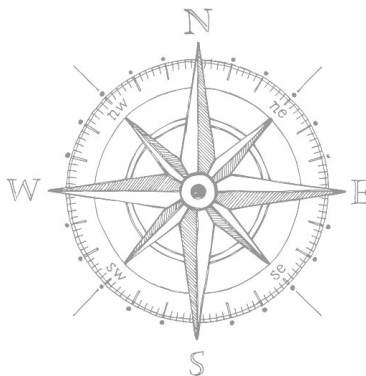


Presentation Overview

Our Community's Journey to Caliber: High School

Caliber: High School Design Principles and Operations

Caliber: High School Charter Establishment Rationale



The image shows the exterior of a modern building with large glass windows and a prominent entrance. The building has a mix of white, blue, and green panels. A person is walking on the sidewalk in front of the entrance. The text "CALIBER CHANGEMAKERS ACADEMY" is visible on the building's facade.

CALIBER CHANGEMAKERS ACADEMY

Caliber in Vallejo:

Bringing ChangeMakers to Life

Designed in **Community**



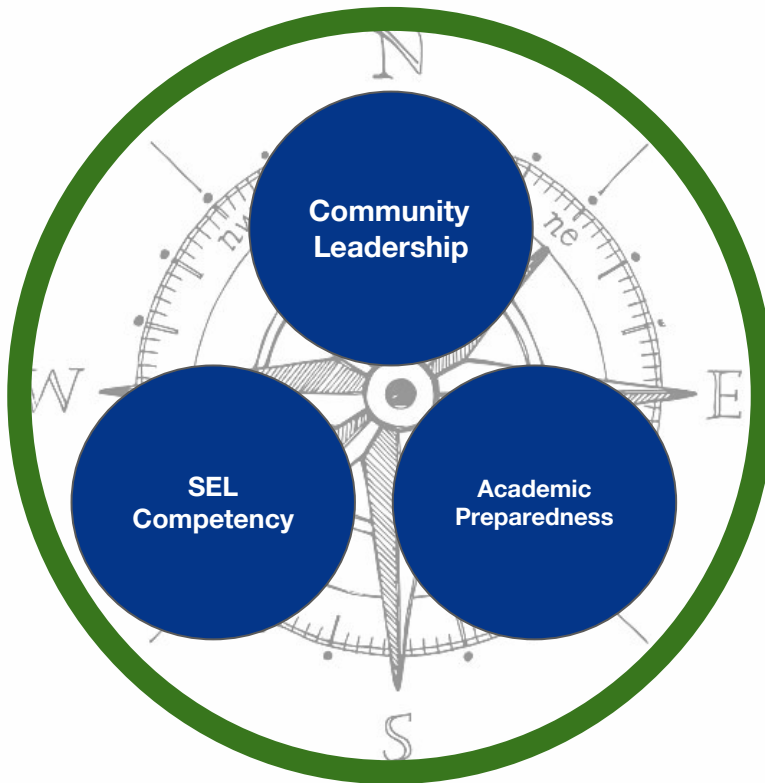
A large suspension bridge with a steel truss section, partially obscured by fog. The bridge features tall concrete pylons and steel cables. The foreground shows some greenery and a hillside.

Adaptability

Academic Strength

Personal Vision

Designing toward confidence and competence



Caliber: High School will achieve educational equity by ensuring each student graduates with

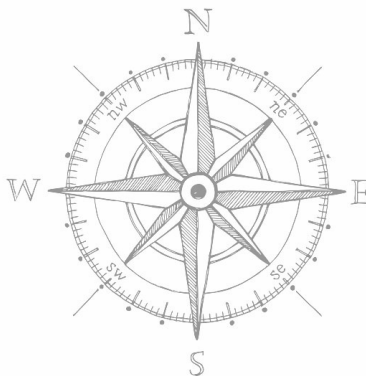
- academic skills to succeed in college,
- a plan for college and/or career informed by deep self-knowledge and knowledge of the world,
- a deep understanding of the value of community, and
- leadership skills to adapt and relate to an ever-changing world.

Presentation Overview

Our Community's Journey to Caliber: High School

Caliber: High School Design Principles and Operations

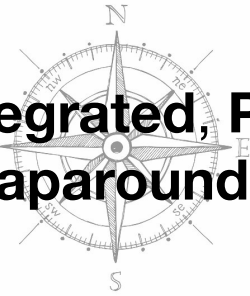
Caliber: High School Charter Establishment Rationale



A young boy with short dark hair is sitting on a large set of concrete steps. The steps are painted in alternating colors: light blue, green, and white. The boy is wearing a light blue short-sleeved shirt, blue jeans, and red sneakers with white laces. He is looking directly at the camera with a neutral expression. The background shows more steps leading up to the right, and a metal railing is visible in the upper right corner. The lighting is bright, casting soft shadows on the steps.

Integrated
Proactive
Wraparound
Social-Emotional Learning

Integrated, Proactive, Wraparound SEL



Four full-time
Clinical Staff
on-site



Cohesion in
Curriculum & RJ
Implementation

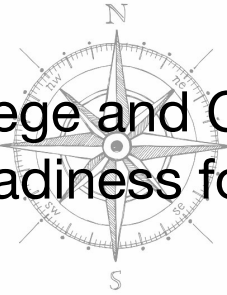


Adult Learning
& Professional
Development

College and Career Readiness for all



College and Career Readiness for **all**



Rigorous
**grade-level
work**



Noncognitive
**skills &
academic
habits**



Individualized
academic &
personal
support





Personal Peer Community Leadership

Personal
Peer
Community
Leadership



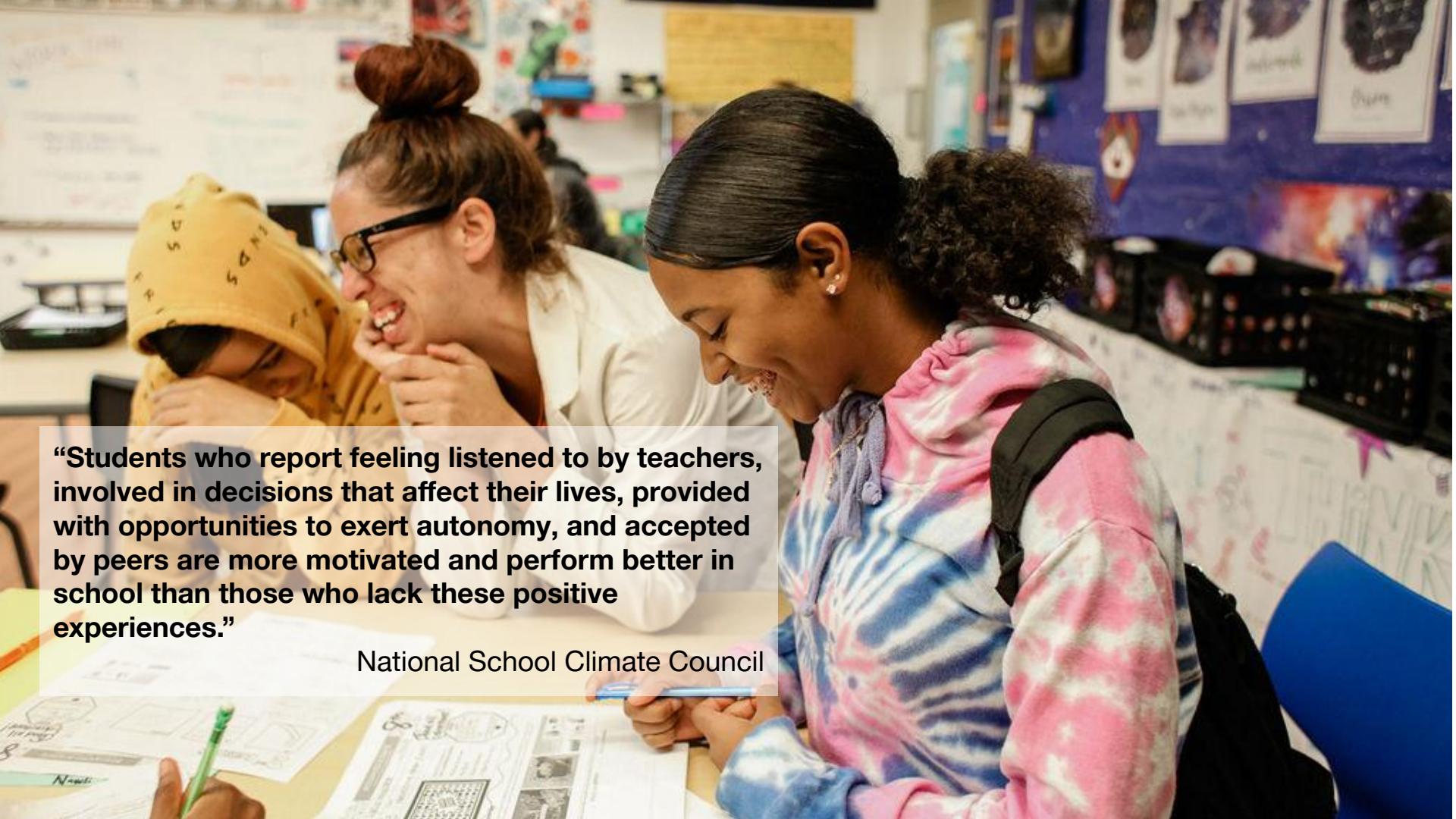
Student-Driven
Clubs and
Sports



Real-world
learning &
leadership



Personal Plans
for Progress

A photograph of three students in a classroom. In the foreground, a young woman with dark hair in a ponytail, wearing a pink and blue tie-dye hoodie and a black backpack, is smiling and looking down at a worksheet. Behind her, a young man with glasses and a white shirt is also smiling and looking at the same worksheet. To the left, another student wearing a yellow hoodie is partially visible, looking down. The background shows a classroom with various posters and papers on the wall.

“Students who report feeling listened to by teachers, involved in decisions that affect their lives, provided with opportunities to exert autonomy, and accepted by peers are more motivated and perform better in school than those who lack these positive experiences.”

National School Climate Council

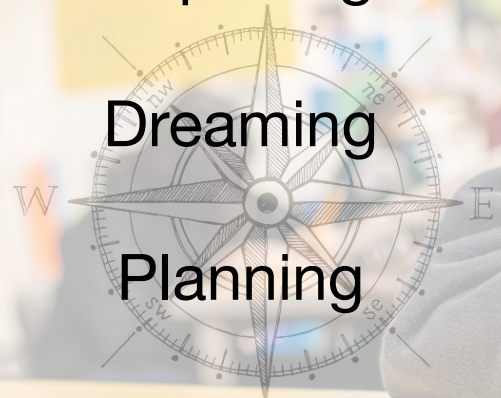


Exploring

Dreaming

Planning

Owning



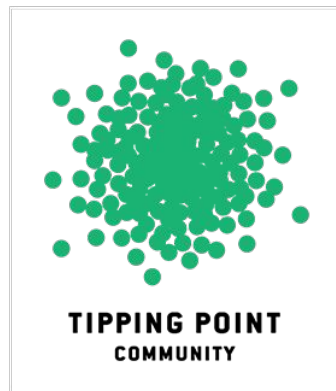
Financial Projections

FINANCIAL SUMMARY	Projected 2020-21	Projected 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
Revenues						
LCFF Funding	\$ -	\$ 1,779,100	\$ 3,668,800	\$ 5,698,400	\$ 7,597,800	\$ 7,597,800
Federal Title Funding	\$ -	\$ 46,800	\$ 83,500	\$ 120,300	\$ 157,000	\$ 157,000
SPED Funding	\$ -	\$ 120,700	\$ 237,700	\$ 354,700	\$ 471,700	\$ 490,400
Meal Funding	\$ -	\$ 40,700	\$ 81,300	\$ 122,000	\$ 162,600	\$ 162,600
Other Public Revenues	\$ -	\$ 29,000	\$ 64,500	\$ 100,100	\$ 135,600	\$ 142,100
Local Revenue	\$ 600,000	\$ 600,000	\$ 400,000	\$ 400,000	\$ -	\$ -
Total Revenues	\$ 600,000	\$ 2,616,300	\$ 4,535,800	\$ 6,795,300	\$ 8,524,700	\$ 8,550,000
Expenses						
Compensation	\$ 125,000	\$ 1,289,800	\$ 2,168,400	\$ 3,295,100	\$ 4,079,400	\$ 4,242,600
Payroll Taxes & Benefits	\$ 28,500	\$ 287,600	\$ 488,400	\$ 751,900	\$ 937,300	\$ 979,100
Instruction Supplies & Services	\$ -	\$ 756,900	\$ 1,258,000	\$ 1,806,800	\$ 2,279,400	\$ 2,334,400
Meals	\$ -	\$ 62,900	\$ 103,800	\$ 144,700	\$ 185,600	\$ 185,800
Administration	\$ -	\$ 408,000	\$ 674,600	\$ 963,000	\$ 1,231,100	\$ 1,239,000
Facilities	\$ -	\$ 75,400	\$ 154,500	\$ 238,100	\$ 320,800	\$ 324,200
Total Expenses	\$ 153,500	\$ 2,580,200	\$ 4,335,600	\$ 6,464,200	\$ 8,118,600	\$ 8,362,900
Net Income	\$ 446,500	\$ 36,100	\$ 200,200	\$ 331,100	\$ 406,100	\$ 187,100



Facilities Plan

Caliber Funders & Partners

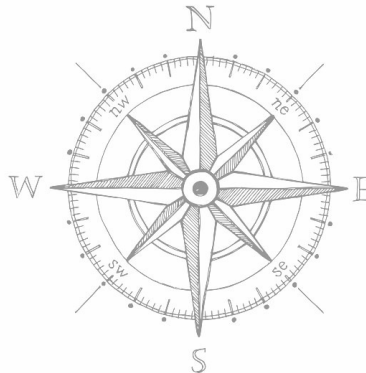


Presentation Overview

Our Community's Journey to Caliber: High School

Caliber: High School Design Principles and Operations

Caliber: High School Charter Establishment Rationale



Charter Establishment Criteria:

1. Does the School serve the interests of students?
2. Does the School serve the interests of the community?
3. Does the petition have the required components?

The Caliber: High School Charter Establishment Petition contains:

- ✓ All required affirmations and assurances
- ✓ All required declarations
- ✓ Reasonably comprehensive descriptions of the required elements
- ✓ Support exceeding the legal standard

A young boy in a light blue shirt and dark pants is running across a colorful courtyard. The courtyard floor and walls are decorated with large, vibrant geometric shapes in shades of teal, green, yellow, and pink. To the right, there are concrete steps with green and teal painted edges. In the background, a large window with white square decorations is visible. The overall scene is bright and cheerful, representing a modern educational environment.

Caliber

    public schools

Thank you, VCUSD!

**VALLEJO CITY UNIFIED SCHOOL DISTRICT
STAFF REPORT, PROPOSED FINDINGS OF FACT & RECOMMENDATION
CONCERNING CALIBER: HIGH SCHOOL CHARTER PETITION**

Date Posted: November 30, 2021

The following provides a summary of the Vallejo City Unified School District’s (“District”) staff report, proposed findings of fact, and recommendation concerning the Caliber: High School charter petition (“Petition”).

Introduction and Procedural Background

On September 8, 2021, Caliber Public Schools (or “Petitioners”) submitted the Petition to the District to establish Caliber: High School (“Charter School”), along with a signed certification from Terence Johnson, Lead Petitioner, deeming the Petition to be complete. Petitioners seek the approval of the Petition by the District’s Board of Trustees (“Board”) for a five-year charter term that would begin on July 1, 2022 and end on June 30, 2027.

Petitioners currently operate Caliber: ChangeMakers Academy under the District’s authorization for students in transitional kindergarten through eighth grade. Petitioners now desire to establish a classroom-based high school program for students in ninth through twelfth grade. According to the Petition and the District’s communications with Petitioners, the intention is to create a charter school high school for students enrolled in Caliber ChangeMakers Academy who will matriculate to ninth grade.

The Petition indicates that the Charter School would phase in one grade level each year, with 150 students per grade level. The following chart provides a breakdown of the Charter School’s student enrollment projections for the proposed five-year term:

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
9	150	150	150	150	150
10		150	150	150	150
11			150	150	150
12				150	150

On November 3, 2021, the District’s Board held a public hearing to determine the level of support for the Petition by teachers, other District employees, and parents/guardians.

On December 15, 2021, the District's Board will hold a public hearing during which it will consider the admissions preferences in the Petition and will take action to either approve or deny the Petition.¹

Executive Summary and Fiscal Considerations

District staff, in consultation with legal counsel, has conducted an extensive analysis of the Petition and its accompanying exhibits. The District's review team also carefully evaluated the legal grounds articulated in the Education Code for purposes of determining whether the Petition meets the minimum standards for approval, including consideration of the potential fiscal impact on the District if the Petition is granted.

Currently, the District is under state receivership; therefore, the District may evaluate the extent to which it is not in a position to absorb the fiscal impact of the proposed Charter School. (Educ. Code § 47605(c)(8).) Petitioners have stated that the charter high school is designed to primarily accommodate Caliber students who are enrolled in eighth grade and will be promoted to ninth grade. Since additional space would be available to other non-Caliber students who desire to enroll in the Charter School, it is likely—if not inevitable—that the District would experience a loss of student enrollment from its high schools that would continue over the Charter School's five-year term. As a school district funded under the Local Control Funding Formula ("LCFF"), the District's funding is dependent upon its student enrollment. For every student who enrolls in the Charter School that would otherwise be attending a District high school, the District would suffer a commensurate loss of state apportionment funding. A reduction in state funding could undermine the District's ability to build new programs and improve existing resources that are critical for the District's high school population. Therefore, it would be difficult to conclude that the approval of the Petition would have no adverse financial impact on the District.

While District staff has concerns about the potentially adverse fiscal impact on the District if the Board were to approve the Petition, the extent to which the fiscal impact would be material to the District remains difficult to quantify at this time. Because it is unknown, at this point, how many students from Caliber: ChangeMakers Academy, other charter schools, private schools, homeschool programs, and/or District middle schools would enroll in the Charter School, the District cannot fully evaluate the amount of state apportionment funding it would lose. For this reason, the District's review team has not included a factual finding to support the denial of the Petition on the basis of "fiscal impact."

Notwithstanding the fiscal concerns detailed above, based on a totality of the circumstances, District staff has determined that the Petition is reasonably comprehensive and meets the minimum Education Code requirements for approval of the requested five-year term, beginning on July 1, 2022 and ending on June 30, 2027.

¹ The parties mutually agreed in writing to a short extension of the 90-day timeline for the District's Board to hold the second public hearing from December 7, 2021 to December 15, 2021.

Legal Requirements for the Establishment of a Charter School

The consideration of a petition to establish a charter school requires the District to determine whether the petition meets the standards and criteria set forth in Education Code section 47605. Specifically, under Education Code section 47605(c), in reviewing petitions for the establishment of charter schools, the governing board of a school district shall grant a charter for the operation of a charter school if it is satisfied that approving the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board shall also consider the academic needs of the students that the charter school proposes to serve. The governing board of the school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following denial findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605.
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school.

An analysis of this information is provided below and includes District staff's corresponding findings of fact.

Findings of Fact

The District's review team performed a comprehensive review of the Petition, which included an analysis of the proposed Charter School's educational program, measurable student outcomes,

and methods for measuring student progress, fiscal and governance structures, student admissions, and legal issues. Overall, the Petition presents a sound educational program, the Petitioners are demonstrably likely to successfully implement the proposed Charter School, and the Petition generally includes reasonably comprehensive descriptions of the required legal elements under the Education Code.

Below, District staff presents its findings of fact addressing the general categories of review for the Petition. It is important to note that, based on District staff's determination that the Petition generally includes reasonably comprehensive descriptions of the required charter elements, as well as additional information on its operations, fiscal practices and protocols, and other components, the details included in the following set of findings are intended to be illustrative, not exhaustive, of Petitioners' compliance with the charter petition requirements, unless otherwise noted.

Finding of Fact No. 1: The Petition presents a sound educational program for the students enrolled in the Charter School.

The Petition demonstrates that the proposed program is consistent with sound educational practice. The mission of the proposed Charter School is to achieve educational equity by ensuring that students graduate with academic skills to be successful in college, have a plan for college and career that is informed by self-knowledge and knowledge of the world, develop a deep understanding of the value of community, and acquire leadership skills to adapt and relate to an evolving world.

The Petition provides that the Charter School would teach students core skills directly, while also incorporating projects so that students learn to collaborate and apply their knowledge and skills to address real-world issues. Further, the Charter School would have a complete social-emotional learning scope and sequence for all students in grades 9 through 12, as well as community partnerships that would serve a central role in the Charter School's graduation requirements. The Petition states that Petitioners honor the work of the District and have designed a high school program "aligning to the District's mission to provide equity, excellence, educational effectiveness and economic sustainability, by prioritizing safety, strong family-school partnerships, and high academic standards."

The Petition details multiple programs and approaches that the Charter School would implement related to curriculum and instruction, college and career readiness, and social-emotional learning. With respect to teaching methodologies, the Charter School would implement Universal Design for Learning, which is described in the Petition as an approach to instruction that provides every student with the opportunity to succeed and is focused on three main principles: engagement, representation, and action/expression. This approach allows for a range of methods and activities to be utilized for purposes of advancing learning, including inquiry, investigations, reading, and accompanying supports.

In developing its educational model, Petitioners analyzed academic achievement outcomes for Vallejo high schools, received feedback as part of a community design process, and tailored the proposed Charter School program to address the following:

1. Student academic achievement in English-Language Arts and mathematics in which students would have access to a standards-based curriculum, intervention programs and specialized course placement, tutoring, summer school programming, and mentoring opportunities.
2. Increased college eligibility, with a focus on completion of A-G course completion, college and career counseling, intervention programs and specialized course placement, tutoring, and adoption of College and Career Readiness Standards in addition to Common Core State Standards, among others.
3. Increased graduation rates in which students would receive mentoring, college and career counseling, focused instruction of academic habits through grade level teams, social-emotional learning and culturally-responsive teaching, a restorative discipline model, college and career experiences, summer school programming, tutoring and office hours, and other supports.
4. Decreased suspensions, with a focus on mentoring opportunities, close relationships with adults and students fostered through advisory and school culture, proactive trauma-informed care from licensed clinicians and social workers, and other components.
5. Community-based leadership, with a focus on mentoring, social-emotional learning, support in finding opportunities to stay engaged with school or a community summer program between academic years, and personal plans for progress in advisory in which students revisit their college and career goals.

The Petition indicates that everything from the selection of curriculum in the core content areas to the composition of the Charter School's on-site clinical team was designed based on scholarly research and the founding team's observation and collaborations with high-performing public high schools in the United States.

District staff finds the proposed educational model to be sound and designed in a manner that promotes student academic achievement and performance, as well as social-emotional learning and growth. The District, notes, however, that some of the Petitioners' program designs closely resemble District-wide high school initiatives that are articulated in the District's LCAP, Guardrails, and other written plans. In addition, although the Petition states that "[t]here is no current community high school option in Vallejo that places an emphasis on social-emotional learning as the tool for academic achievement," it is important to recognize that the District has diligently worked to strengthen the Multi-Tiered System of Support ("MTSS") framework across the K-12 grade level continuum. For the 2021-22 school year, the District's main focus areas include providing student support and intervention services in academics, student behavior, social

emotional learning, and attendance. Current District programs include Position Behavior Intervention and Supports (“PBIS”), Restorative Practices (“RP”), Culturally-Responsive Teaching “CRT”), and Collaborative for Academic, Social, and Emotional Learning (“CASEL”) standards implementation. Further, the District is exploring the addition of an advisory period to the current high school bell schedules as a means to provide social-emotional learning and college and career readiness activities for students.

Although the Petition touts the use of various programs and supports which are not unique to the Charter School and are already being implemented by the District, District staff nevertheless finds that the Petition presents a sound educational model designed to meet the needs of high school students.

Finding of Fact No. 2: The Petitioners are demonstrably likely to successfully implement the program.

Petitioners have been operating Caliber: ChangeMakers Academy, a TK-8 charter school program under the District’s authorization, since 2016. Since the charter school’s establishment, the District has maintained a positive relationship with Petitioners and has not identified any significant charter oversight or operational/fiscal issues.

The District reviewed Caliber: ChangeMakers Academy’s performance on the California School Dashboard during past academic years and has found that, overall, the charter school has demonstrated increased proficiency among its student groups in English-Language Arts and mathematics on the California Assessment of Student Performance and Progress (“CAASPP”). In addition, based on the District’s ongoing charter oversight of Caliber: ChangeMakers Academy, as well as information concerning the Charter School’s founders and board members, the District finds that governance and leadership teams have sufficient background, knowledge, and experience in critical areas (e.g., education, finance, personnel, operations, etc.) to successfully operate the Charter School and implement the proposed educational program.

Additionally, the District’s review team conducted an analysis of the financial documents included with the Petition, including the multi-year budget, cash flow documentation, and budget assumptions. Based on this review, the Petitioners have presented a financial plan indicating that the Charter School would be fiscally sustainable. The District notes, however, that the budget includes an allocation of lottery funds for the Charter School during the 2022-23 fiscal year, which is not available in the first year of operation. Nevertheless, even if the funding had been excluded, such a reduction would not have a negative financial impact on the proposed budget.

Overall, District staff has determined that the Petitioners appear demonstrably likely to successfully implement the proposed charter program. The Petitioners have a history of operating a successful TK-8 charter school that is currently authorized by the District, the Petition is largely comprehensive and demonstrates the Petitioners’ understanding of the laws applicable to charter schools and practices for addressing the educational and social-emotional

needs of students, the Petitioners have sufficient background and experience in operating a charter school, and the proposed financial plan and accompanying projections/assumptions appear realistic and reasonable.

Finding of Fact No. 4: The Petition contains the required number of signatures.

The Petition states that the Charter School expects to enroll approximately 150 students in its first year of operation. Therefore, the Petition would need to contain either (1) at least 75 signatures of parents/guardians who are meaningfully interested in enrolling their grade-level eligible students in the Charter School, or (2) at least four signatures of teachers who are meaningfully interested in teaching at the Charter School.

The Petition includes 109 signatures of parents/guardians meaningfully interested in enrolling their ninth grade students in the Charter School for the 2022-23 school year. In addition, the Petition includes signatures for eleven teachers meaningfully interested in teaching at the Charter School. Therefore, the Petitioners have met this requirement.

Finding of Fact No. 3: The Petition contains an affirmation of each of the required conditions.

The Petition includes all required affirmations and assurances of the required conditions.

Finding of Fact No. 4: The Petition provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605.

Based on an analysis of the Petition by the District’s review team, the Petition generally provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605 to qualify for approval. The District notes there are a few items that are not included, lacking in detail, or in need of modification. However, District staff did not find these deficiencies to be sufficiently noteworthy to warrant a potential denial finding. If the Petition is approved, these items can be addressed in a memorandum of understanding (“MOU”) between the parties and as part of the District’s focused monitoring and oversight of the Charter School. For reference purposes, the District has identified the deficient items below:

- a. **Educational Program.** The Charter School’s proposed odd/even block schedule requires a slight adjustment. Specifically, the “Anchor Day” schedule needs to be modified to reflect the proper start and end times.
- b. **Measurable Student Outcomes.** The measurable student outcomes described in the Petition are aligned with the California School Dashboard and the LCFF. However, there was no direct reference to the College and Career Indicator. Considering that the Petitioners place a strong emphasis on college preparation, the District would expect the Petition to include a more robust and comprehensive description of the Charter School’s student goals and outcomes for career readiness. The District also notes that, generally, the proposed goals

and expectations of students seem very ambitious. While this is a laudable objective, ongoing examination of student performance data must occur to determine program effectiveness and whether modifications to the Charter School's measurable outcomes may be needed to more closely align to student progress and achievement.

- c. **Health and Safety Procedures.** The Petition does not appear to include any affirmative statement or description of the Charter School's obligation to comply with the requirements of Education Code section 221.61 addressing the rights of a student and the public, and the responsibilities of the Charter School, under Title IX.
- d. **Balance of Students from Different Subgroups.** The Petition includes general statements about attracting/recruiting English Learners and students with disabilities. The District recommends that the commitment to, and reassurance of, racial, gender, and socioeconomic equity should be strongly emphasized. In addition, the Charter School should also ensure that its educational opportunities and supports extend to homeless students and foster youth.

Finding of Fact No. 5: The Petition includes a declaration of whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School.

The Petition confirms that Caliber Public Schools, the nonprofit corporation that would operate the Charter School, shall serve as the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.

Finding of Fact No. 6: The Petition satisfies other key areas related to the operations and other potential effects of the Charter School.

The Petition addresses the operational and other potential effects of the Charter School, including the acknowledgement that the District shall not be responsible for the debts and obligations of the Charter School, or for claims arising out of the performance of acts, errors, or omissions by the Charter School, if the District meets its oversight obligations.

Conclusion/Recommendation

Based on the above findings of fact, the District's review team has concluded that the Petition, as presented, meets the minimum legal standards under the Education Code to qualify for approval for the requested five-year term, beginning on July 1, 2022 through June 30, 2027.

If the District's Board takes action to grant the Petition, District staff will conduct focused monitoring and oversight of the Charter School during its approved charter term to ensure that

the Charter School complies with the law and remains accountable and transparent in its educational programming, operations, and fiscal management and practices.

288-21/6233606.1

Vallejo City Unified School District

**Regular Board of Education Meeting & Annual
Organizational Meeting
12/15/2021 04:00 PM
VIRTUAL MEETING**

Printed : 1/5/2022 7:49 AM PT


Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the VCUSD Governing Board may request assistance by contacting the Superintendent's Office at (707) 556-8921 ext. 50002; Fax: (707) 638-0410. The request must be made at least 48 hours in advance. Wheelchair access is provided at all meetings.

Vallejo City Unified School District Vision

- **Our Vision** is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.
- **Our Goal** is for every student to have clear attainable pathways to career and/or college success.
- **In Support of our Vision**, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

**Location: VIRTUAL MEETING Time: 4:00 p.m.; Annual Organizational Meeting;
Closed Session 4:30 p.m.; Public Session at 5:30 pm approximately**

In light of public health concerns due to COVID-19, VCUSD Governing Board meetings will convene electronically by means of video conferencing until further notice. Members of the public may observe through live stream, dial-in, and submission of comment(s). Options for accessing the meeting for viewing and for making comments are as follows:

- Dial-in
 - Phone Numbers
(US)+1 617-675-4444
PIN: 323 256 979 7020#
- To access our Youtube channel for the live stream, please click this [link](#). to be notified when we are broadcasting live, please click the bell icon  to subscribe.
- To submit or make comments during the meeting:
 - **For Viewers and/or Non-meeting participants:**
 - Prior to or during the meeting, comments on a specific agenda item and comments during Forum (*Community Members*) can be submitted by email to suptoffice@vcusd.org. Include the agenda title and item number in the subject of your email. Comments will be read at the appropriate time.
 - **For Dial-In participants:**
 - To make comments live, click [here](#) to complete the Comments form. Complete one form for each agenda item request.

1. Call to Order

- a. Roll Call
- b. Pledge of Allegiance

2. ADOPTION OF BOARD AGENDA

3. ANNUAL ORGANIZATIONAL MEETING

Each year, the Governing Board shall hold an annual organizational meeting. In any year in which a regular election of district Board members is conducted, the organizational meeting shall be held within a 15-day period beginning from the date upon which a Board member elected at that election takes office. During non-election years, the meeting shall be held within the same 15-day period on the calendar. (Education Code 35143)

a. ELECTION OF OFFICERS FOR 2022

i. President

The Governing Board shall elect a president from among its members to provide leadership on behalf of the governance team and the educational community it serves.

To ensure that Board meetings are conducted in an efficient, transparent, and orderly manner, the president shall:

1. Call such meetings of the Board as he/she may deem necessary, giving notice as required by law
2. Call the meeting to order at the appointed time and preside over the meeting
3. Announce the business to come before the Board in its proper order
4. Enforce the Board's bylaws related to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
5. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
6. Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and clearly state the results of the vote

The president shall have the same rights as other members of the Board, including the right to discuss and vote on all matters before the Board.

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts, orders, and resolutions necessary to comply with legal requirements and carry out the will of the Board
2. Working with the Superintendent or designee to ensure that Board members have necessary materials and information
3. In conjunction with the Superintendent or designee, representing the district as the Board's spokesperson in communications with the media
4. Leading the Board's advocacy efforts to build support within the local community and at the state and national levels

The president shall participate in the California School Boards Association's Board President's Workshop and other professional development opportunities to enhance his/her leadership skills.

When the president resigns or is absent, the vice president shall perform the president's duties. When both the president and vice president are absent, the clerk shall perform the president's duties.

ii. Vice President

b. APPOINT SUPERINTENDENT AS SECRETARY TO THE BOARD

The Governing Board shall appoint the Superintendent to serve as secretary to the Board. The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:

1. Prepare, distribute and maintain the Board agenda
2. Record, distribute and maintain the Board minutes
3. Maintain Board records and documents
4. Conduct official correspondence for the Board
5. As directed by the Board, sign and execute official papers
6. Perform other duties as assigned by the Board

- i. Appointment of the Superintendent as Secretary to the Board
It is recommended that the Governing Board approve Resolution #2989 appointing the Superintendent of the Vallejo City Unified School District as Secretary to the Board.

c. APPROVAL OF AUTHORIZED SIGNATURES

- i. RESOLUTION NO. 2996_Per Education Code Section 42633, each school district's governing board is responsible for filling or causing the staff to file the verified signature of each person, including the

governing board, authorized to sign orders. The county superintendent must not approve orders for payment unless the signatures are on file in their office and they are satisfied that the signatures are of persons authorized to sign the orders

It is recommended that the Governing Board approve and adopt Resolution No. 2996 that approves agency representatives' designation for defined functions as the Solano County Office of Education requires an updated list.

d. APPROVE 2022 SCHEDULE FOR REGULAR MEETINGS

i. Adoption of Board Meeting Schedule for 2022

It is recommended that the Governing Board approve the dates for Board meetings for 2022.

e. DESIGNATION OF BOARD REPRESENTATIVES TO SERVE ON COMMITTEES

It is recommended Board members review and/or consider local committees to serve on.

1. VCUSD Policy Committee
2. Solano County School Boards Association (SCSBA)
3. Vallejo Inter-Agency
4. Vallejo Education and Business Alliance (VEBA)
5. Safe Routes to Schools

f. Review and/or Consider Resources that Define and Clarify the Board's Governance and Leadership Roles and Responsibilities

Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, Board rules and bylaws, and other Board development materials

4. Adjourn Annual Organizational Meeting

5. Convene Regular Governing Board Meeting

6. Public Comment on Closed Session Agenda Items

7. Recess to Closed Session

8. Closed Session

- a. PUBLIC EMPLOYEE APPOINTMENT/DISCIPLINE/DISMISSAL/RELEASE (Government Code section 54957)
- b. CONFERENCE WITH LABOR NEGOTIATORS (Government Code section 54957.6) Agency negotiators: Dr. Gigi F. Patrick, Assistant Superintendent, Human Resources
- c. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Government Code section 54956.9) Significant exposure to litigation pursuant to Government Code section 54956.9(b): 4 Cases
- d. CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION (Government Code section 54956.9) Significant exposure to litigation pursuant to Government Code section 54956.9(b): 1 Case OAH Case No. 2021090090
- e. Student Expulsion Cases - F2021-STP01, F2021-STP02, and F2021-STP03
It is recommended that the Governing Board take the following action after the Governing Board's review of: Three (3) recommendations for expulsion.

F2021-STP01, F2021-STP02, and F2021-STP03.

9. Public Meeting

- a. Reconvene to Public Session
- b. Roll Call
- c. Report of Actions Taken in Closed Session

10. Recognitions/Presentations

11. Forum

The purpose of the Forum is for the staff and public to offer comments/reports on items of interest within the jurisdiction of the Board which are not on this evening's agenda. The public and staff are invited to make comments. However, pursuant to the Brown Act and the requirements for advance public notice of items to be discussed, no item brought to the Board's attention under this section of the Agenda may be acted upon at the meeting. Note: Individual comments will be limited to no more than 3 minutes.

- a. Vallejo Education Association (VEA), California School Employee Association (CSEA), and Vallejo School Managers Association (VSMA) Representatives
- b. Reports of District Advisory Committees
- c. Community Members
It is recommended that 30 minutes, with a 3 minute time limit be held during this time. If more time is needed it is recommended that Community Forum be continued at 12.0.

12. CONSENT CALENDAR

- a. Governing Board Meeting Minutes (SPALDING)
It is recommended the Governing Board approve the Minutes of November 17, 2021, Governing Board Meeting.
- b. Adoption of Resolution #2990 Support of Assembly Bill #75 Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022
It is recommended that the Governing Board adopt Resolution #2990 in Support of Assembly Bill #75 Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022.
- c. Resolution No. 2991 Authorizing use of Remote Teleconferencing Provisions (AB 361) (SPALDING)
It is recommended that the Governing Board approved Resolution 2991 authorizing use of remote teleconferencing provisions as outlined in AB 361.
- d. Approval of Contract Between Vallejo City Unified School District and Behavior Management Solutions (SANTOS)
It is recommended that the Governing Board approve the contract between Vallejo City Unified School District and Behavior Management Solutions.
- e. Review and Approval of the VCUSD Teacher Induction Program Assurances (SANTOS)
It is recommended that the Governing Board approve the continued operations of the VCUSD Teacher Induction Program. Furthermore, the Superintendent will assure that the General Institutional and Program Preconditions will be met for the purpose of continuing accreditation by the Commission on

Teacher Credentialing.

- f. California Education Partners MOU Proposal (SANTOS)
It is recommended that the Governing Board take action on the California Education Partners MOU proposal, which strives to achieve the purpose of making college access a reality for all students.
- g. Approval of Contract Between Vallejo City Unified School District and Imagine Learning Inc. (SUMMERS)
It is recommended that the Governing Board approve the contract between Vallejo City Unified School District and Imagine Learning Inc.
- h. School Plans for Student Achievement 2021-2022 (SUMMERS)
It is recommended that the Governing Board approve the School Plan for Student Achievement (SPSA) for Pennycook Elementary.
- i. Authorization for the Vallejo City Unified School District California State Preschool Program (SUMMERS)
It is recommended that the governing Board adopt Resolution #2988 for the authorization of the California State Preschool Program Continued Funding Application for FY 2022-23.
- j. Reauthorization for the Vallejo City Unified School District General Child Care and Development Program (SUMMERS)
It is recommended that the governing Board adopt Resolution #2992 for the authorization of the General Child Care and Development Program Continued Funding Application for FY 2022-23.
- k. Vallejo City Unified School District (VCUSD) Educator Effectiveness Block Grant 2021 (SUMMERS)
It is recommended that the Governing Board adopt the VCUSD Educator Effectiveness Block Grant 2021 Plan.
- l. Vallejo Charter School (VCS) Educator Effectiveness Block Grant 2021 (SUMMERS)
It is recommended that the Governing Board adopt the Vallejo Charter School Educator Effectiveness Block Grant 2021 Plan.
- m. Resolution No. 2993 – Declaring an Emergency Pursuant to Public Contract Code Section 20113 (ROMAO)
It is recommended that the Governing Board adopt Resolution No. 2993 declaring an emergency pursuant to Public Contract Code Section 20113.
- n. Notice of Completion – Beverly Hills Elementary School Fire Restoration Project (ROMAO)
It is recommended that the Governing Board approve the Notice of Completion for the Beverly Hills Elementary School Fire Restoration Project.
- o. Authorization to Award Lease-Lease Back Agreement, Site Lease and Facilities Lease for Hogan Middle School (ROMAO)
It is recommended that the Governing Board award the Lease-Lease Back Agreement, Site Lease, and Facilities Lease for the Hogan Middle School Modernization Project to Alten Construction.

- p. Authorization to Award Lease-Lease Back Agreement, Site Lease and Facilities Lease for Dan Mini and Cooper Elementary Schools (ROMAO)

It is recommended that the Governing Board award the Lease-LeaseBack Agreement, Site Lease, and Facilities Lease for the Dan Mini and Cooper Elementary Schools Modernization Project to Lathrop Construction.

- q. Authorization to Award Lease-Lease Back Agreement, Site Lease and Facilities Lease for Federal Terrace and Lincoln Elementary Schools (ROMAO)

It is recommended that the Governing Board award the Lease-Lease Back Agreement, Site Lease, and Facilities Lease for the Federal Terrace and Lincoln Elementary Schools Modernization Project to Otto Construction.

- r. VCUSD Justification and Expenditure Findings for School Fees (Monteith Report) Annual Report for Fiscal Year 2020-2021 (ROMAO)

It is recommended that the Governing Board receive the annual Monteith Report on Developer Fees.

- s. PERSONNEL ACTIONS NO. 1641 (PATRICK)

It is recommended that the Governing Board approve the personnel actions.

- t. Memorandum of Understanding (MOU) between Vallejo City Unified School District (VCUSD) and Vallejo Education Association (VEA) that secondary teachers who volunteer to cover long-term absences and vacancies receive their per diem rate for the 2021-2022 school year. (PATRICK)

It is recommended that the Governing Board approve the Memorandum of Understanding (MOU) between Vallejo City Unified School District (VCUSD) and Vallejo Education Association (VEA) that secondary teachers who volunteer to cover long-term absences and vacancies receive their per diem rate for the 2021-2022 school year.

- u. Purchase Orders (LOZA)

It is recommended that the Governing Board review and approve the attached list of Purchase Orders.

- v. Vendor Warrants Report (LOZA)

It is recommended that the Governing Board review and approve the attached list of vendor warrants

13. ACTION ITEMS

- a. 2021-2022 First Interim Report (LOZA)

It is recommended that the Governing Board review and approve the First Interim Report for 2021-2022

- b. Resolution No. 2994 - To Identify The Amount Of Revenue Enhancements And/Or Budget Reductions Needed In 2022-2023 Ongoing To Require That A List Of Revenue Enhancements And/Or Budget Reductions For 2022-2023 Be Included In The 2021-2022 Second Interim Report (LOZA)

It is recommended that the Governing Board approve and adopt Resolution No. 2994.

- c. Approval of Special Education Comprehensive Coordinated Early Intervention Plan (CCEIS) For 2021-2022 (updated from 2020-2021) (SANTOS)

It is recommended that the Governing Board approve the Special Education Comprehensive Coordinated Early Intervention Plan 2021-2022.

- d. Public Hearing on Admissions Preferences and Consideration/Action on Charter Petition to Establish Caliber: High School (ROMAO)

Based on District staff's analysis of the above-described criteria and the corresponding findings of fact included in the Staff Report, the District has determined that the Petition meets the minimum requirements for approval. Attached for the Board's consideration is a draft Resolution No. 2997 to approve the Petition to establish Caliber: High School. Nevertheless, given the District's state receivership status and the potential fiscal impacts resulting from a loss of student enrollment and funding, District staff has also attached for the Board's consideration a draft Resolution No. 2998 to deny the Petition for Caliber: High School.

14. INFORMATION ITEM/STUDY

- a. Strategic Planning Advisory Committee (SPAC) (SPALDING)

15. Reports

- a. Superintendent
- b. Board Members

16. Community Forum if needed

17. Closed Session, if needed

18. Announcement of Upcoming Meetings

19. Future Board Agenda Items

20. Adjourn

MEETING MINUTES


Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the VCUSD Governing Board may request assistance by contacting the Superintendent's Office at (707) 556-8921 ext. 50002; Fax: (707) 638-0410. The request must be made at least 48 hours in advance. Wheelchair access is provided at all meetings.

Vallejo City Unified School District Vision

- **Our Vision** is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.
- **Our Goal** is for every student to have clear attainable pathways to career and/or college success.
- **In Support of our Vision**, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

**Location: VIRTUAL MEETING Time: 4:00 p.m.; Annual Organizational Meeting;
Closed Session 4:30 p.m.; Public Session at 5:30 pm approximately**

In light of public health concerns due to COVID-19, VCUSD Governing Board meetings will convene electronically by means of video conferencing until further notice. Members of the public may observe through live stream, dial-in, and submission of comment(s). Options for accessing the meeting for viewing and for making comments are as follows:

- Dial-in
 - Phone Numbers
(US)+1 617-675-4444
(<https://simbli.eboardsolutions.com//SU/74kM4o30Y91plus7ut9slsh2MjgA==>)
PIN: 323 256 979 7020#
- To access our Youtube channel for the live stream, please click this link
(<https://simbli.eboardsolutions.com//SU/WdgmtWZALCh0JgnGwZhOQw==>) . to be notified when we are broadcasting live, please click the bell icon  to subscribe.
- To submit or make comments during the meeting:
 - **For Viewers and/or Non-meeting participants:**
 - Prior to or during the meeting, comments on a specific agenda item and comments during Forum (*Community Members*) can be submitted by email to suptoffice@vcusd.org. Include the agenda title and item number in the subject of your email. Comments will be read at the appropriate time.
 - **For Dial-In participants:**
 - To make comments live, click here
(<https://simbli.eboardsolutions.com//SU/691XLXoY16g274slshpLkn1Kg==>) to complete the Comments form. Complete one form for each agenda item request.

Attendees

Voting Members

John Fox, Trustee

Christy Gardner, Trustee

Tony Gross, Board Vice President

Dr. Tony Ubalde Jr., Board President

Dr. Latyna Young, Trustee

1. Call to Order

President Ubalde called the meeting to order at 4:00 p.m.

a. Roll Call

b. Pledge of Allegiance

2. ADOPTION OF BOARD AGENDA

Motion made by: Tony Gross

Motion seconded by: Christy Gardner

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

3. ANNUAL ORGANIZATIONAL MEETING

a. ELECTION OF OFFICERS FOR 2022

i. President

Trustee Fox nominated Tony Gross for President.

Motion made by: John Fox

Motion seconded by: Dr. Latyna Young

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

ii. Vice President

Trustee Fox nominated Christy Gardner for Vice President

Motion made by: John Fox

Motion seconded by: Tony Gross

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

b. APPOINT SUPERINTENDENT AS SECRETARY TO THE BOARD

i. Appointment of the Superintendent as Secretary to the Board

Trustee Fox moved to approve Resolution No. 2996

Motion made by: John Fox

Motion seconded by: Christy Gardner

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

c. APPROVAL OF AUTHORIZED SIGNATURES

i. RESOLUTION NO. 2996_Per Education Code Section 42633, each school district's governing board is responsible for filling or causing the staff to file the verified signature of each person, including the governing board, authorized to sign orders. The county superintendent must not approve orders for payment unless the signatures are on file in their office and they are satisfied that the signatures are of persons authorized to sign the orders

d. APPROVE 2022 SCHEDULE FOR REGULAR MEETINGS

i. Adoption of Board Meeting Schedule for 2022

Revise the 2022 Board meeting calendar. Trustee Fox motioned to amend the item to continue meeting on Wednesdays in January 2022 and meet on Thursdays as soon as possible.

Motion made by: John Fox

Motion seconded by: Christy Gardner

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

e. DESIGNATION OF BOARD REPRESENTATIVES TO SERVE ON COMMITTEES

Trustee Young - Board Policy Committee

Trustee Fox - SCSBA, 2+2 Committee

Trustee Ubalde - VEBA

Vice President Gardner - Board policies, 2+2

President Gross - VEBA and Safe Routes

f. Review and/or Consider Resources that Define and Clarify the Board's Governance and Leadership Roles and Responsibilities

4. Adjourn Annual Organizational Meeting

President Ubalde adjourned the Annual Organization Meeting at 4:30 p.m., and handed the gavel to incoming President Tony Gross.

5. Convene Regular Governing Board Meeting

6. Public Comment on Closed Session Agenda Items

7. Recess to Closed Session

President Gross recessed to Closed Session at 4:31 p.m.

8. Closed Session

a. PUBLIC EMPLOYEE APPOINTMENT/DISCIPLINE/DISMISSAL/RELEASE (Government Code section 54957)

b. CONFERENCE WITH LABOR NEGOTIATORS (Government Code section 54957.6) Agency negotiators:
Dr. Gigi F. Patrick, Assistant Superintendent, Human Resources

c. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Government Code section 54956.9)
Significant exposure to litigation pursuant to Government Code section 54956.9(b): 4 Cases

d. CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION (Government Code section 54956.9)
Significant exposure to litigation pursuant to Government Code section 54956.9(b): 1 Case OAH Case No. 2021090090

e. Student Expulsion Cases - F2021-STP01, F2021-STP02, and F2021-STP03

9. Public Meeting

a. Reconvene to Public Session

President Gross reconvened for Public Session at 5:50 p.m.

b. Roll Call

All Board members are present.

c. Report of Actions Taken in Closed Session

President Gross reported the Board had discussions and received information on litigation issues.

The Board made a motion and voted on Student Expulsion Cases in Public Session.

Trustee Ubalde made the motion to approve F2021-STP01. Trustee Gardner seconded the motion. The Board voted 5-0; Trustee Ubalde-Yes. Trustee Young-Yes. Trustee Fox-Yes. Vice President Gardner-Yes. President Gross-Yes.

Trustee Fox made the motion to approve F2021-STP02. Trustee Gardner seconded the motion. The Board voted 5-0; Trustee Ubalde-Yes. Trustee Young-Yes. Trustee Fox-Yes. Vice President Gardner-Yes. President Gross-Yes.

Trustee Young made the motion to approve F2021-STP03. Trustee Ubalde seconded the motion. The Board voted 5-0; Trustee Ubalde-Yes. Trustee Young-Yes. Trustee Fox-Yes. Vice President Gardner-Yes. President Gross-Yes.

10. Recognitions/Presentations

Superintendent Spalding recognized two Retirees for their dedicated service.

Gloria Cummings, District Lead Tester for English Language Learners, served the District for 33 years in various capacities.

Kenneth Montgomery, Executive Assistant for three years.

11. Forum

a. Vallejo Education Association (VEA), California School Employee Association (CSEA), and Vallejo School Managers Association (VSMA) Representatives

Kimberly Mitchell-Lewis, President of VSMA congratulated Ken Montgomery on his retirement. Kevin Steele, President of VEA spoke on behalf of Vallejo Educators.

b. Reports of District Advisory Committees

Hilary Baird, CAC chairperson, reported information to the Board.

c. Community Members

12. CONSENT CALENDAR

Consent Items (a. through v.)

Motion made by: Dr. Tony Ubalde Jr.

Motion seconded by: John Fox

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

a. Governing Board Meeting Minutes (SPALDING)

b. Adoption of Resolution #2990 Support of Assembly Bill #75 Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022

c. Resolution No. 2991 Authorizing use of Remote Teleconferencing Provisions (AB 361) (SPALDING)

d. Approval of Contract Between Vallejo City Unified School District and Behavior Management Solutions (SANTOS)

e. Review and Approval of the VCUSD Teacher Induction Program Assurances (SANTOS)

f. California Education Partners MOU Proposal (SANTOS)

g. Approval of Contract Between Vallejo City Unified School District and Imagine Learning Inc. (SUMMERS)

h. School Plans for Student Achievement 2021-2022 (SUMMERS)

i. Authorization for the Vallejo City Unified School District California State Preschool Program (SUMMERS)

j. Reauthorization for the Vallejo City Unified School District General Child Care and Development Program (SUMMERS)

k. Vallejo City Unified School District (VCUSD) Educator Effectiveness Block Grant 2021 (SUMMERS)

l. Vallejo Charter School (VCS) Educator Effectiveness Block Grant 2021 (SUMMERS)

m. Resolution No. 2993 – Declaring an Emergency Pursuant to Public Contract Code Section 20113 (ROMAO)

n. Notice of Completion – Beverly Hills Elementary School Fire Restoration Project (ROMAO)

o. Authorization to Award Lease-Lease Back Agreement, Site Lease and Facilities Lease for Hogan Middle School (ROMAO)

p. Authorization to Award Lease-Lease Back Agreement, Site Lease and Facilities Lease for Dan Mini and Cooper Elementary Schools (ROMAO)

q. Authorization to Award Lease-Lease Back Agreement, Site Lease and Facilities Lease for Federal Terrace and Lincoln Elementary Schools (ROMAO)

r. VCUSD Justification and Expenditure Findings for School Fees (Monteith Report) Annual Report for Fiscal Year 2020-2021 (ROMAO)

s. PERSONNEL ACTIONS NO. 1641 (PATRICK)

t. Memorandum of Understanding (MOU) between Vallejo City Unified School District (VCUSD) and Vallejo Education Association (VEA) that secondary teachers who volunteer to cover long-term absences and vacancies receive their per diem rate for the 2021-2022 school year. (PATRICK)

u. Purchase Orders (LOZA)

v. Vendor Warrants Report (LOZA)

13. ACTION ITEMS

a. 2021-2022 First Interim Report (LOZA)

Rosa Ma Loza, Chief Business Official, presented information to the Board.

Motion made by: Dr. Tony Ubalde Jr.

Motion seconded by: Dr. Latyna Young

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

b. Resolution No. 2994 - To Identify The Amount Of Revenue Enhancements And/Or Budget Reductions Needed In 2022-2023 Ongoing To Require That A List Of Revenue Enhancements And/Or Budget

Reductions For 2022-2023 Be Included In The 2021-2022 Second Interim Report (LOZA)

Motion made by: Christy Gardner

Motion seconded by: Dr. Latyna Young

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

c. Approval of Special Education Comprehensive Coordinated Early Intervention Plan (CCEIS) For 2021-2022 (updated from 2020-2021) (SANTOS)

Dr. Michael Santos, Assistant Superintendent of Student Support Services, introduced Rachel Chang, Director of Special Education, Michelle Morrison-Mosbarger and Victoria Galbert who presented information to the Board.

Motion made by: Christy Gardner

Motion seconded by: Dr. Tony Ubalde Jr.

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

d. Public Hearing on Admissions Preferences and Consideration/Action on Charter Petition to Establish Caliber: High School (ROMAO)

Superintendent Spalding introduced the item and spoke about the voting options to accept or deny the high school charter.

President Gross opened the Public Hearing at 7:39 p.m.

Call-in speakers spoke live regarding the charter petition: Nicole Beckham spoke against the charter. Nikki Arenal spoke against the charter petition. John Riley spoke against the charter petition.

Terence Johnson, Chief Executive Officer and Markus Mullarkey, President of Caliber Changemakers presented information to the Board.

Rhonda Reason-Thomas, Administrative Assistant, read emailed comments received from Christina Jarvis, Vilmita (Mother of two Vallejo kids), Riva Fowler, Jennifer Rodriguez, Danisha Davis, Mady Aleman, Tiffany Morgan, spoke *in favor* of the petition.

Christine Shannon, Clare Crawford, Kathy Hellfeier, Marnee McKenzie, Corey Penrose, Adilia Maxwell, Leanne Duden, Sally O'Sullivan, Michael Tebo, Ana Petero and Kevin Steele spoke *against* the charter petition.

Leslie Lacher, Attorney with Fagen, Friedman and Fulfroost, LLP, gave an explanation of state receivership

and other charter petition questions from Board members.

President Gross closed the Public Comments at 8:26 p.m.

Motion for Resolution No. 2998, deny the Caliber High School Petition

Motion made by: Christy Gardner

Motion seconded by: Dr. Tony Ubalde Jr.

Voting:

John Fox - Yes

Christy Gardner - Yes

Tony Gross - Yes

Dr. Tony Ubalde Jr. - Yes

Dr. Latyna Young - Yes

14. INFORMATION ITEM/STUDY

a. Strategic Planning Advisory Committee (SPAC) (SPALDING)

Superintendent Spalding reported updated information to the Board.

15. Reports

a. Superintendent

b. Board Members

16. Community Forum if needed

17. Closed Session, if needed

18. Announcement of Upcoming Meetings

The next meeting of the Governing Board is Wednesday, January 19, 2022.

19. Future Board Agenda Items

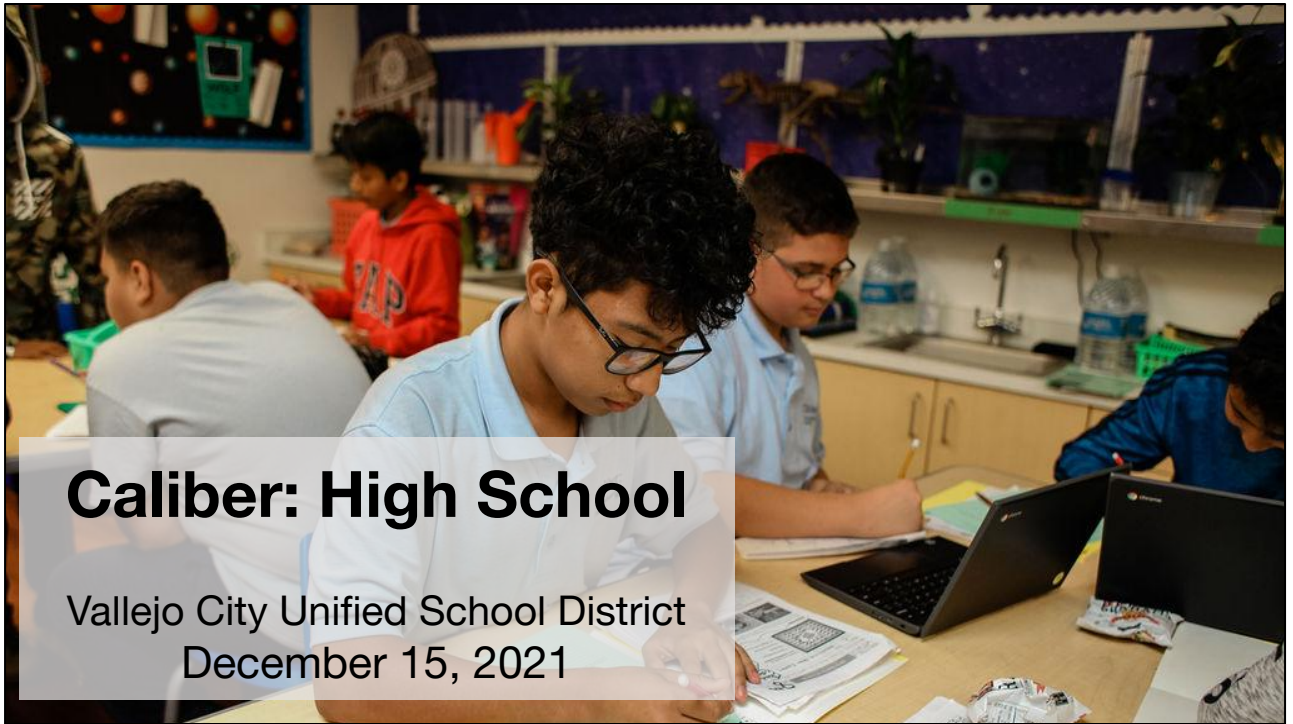
President Gross would like to see a breakdown of declining enrollment.

20. Adjourn

President Gross adjourned the meeting at 9:11 p.m.

William Spalding, Secretary to the Board

Date Signed



[TJ opens]

We are delighted to be here tonight on behalf of the 645 families and future staff members who signed our petition to form the Caliber High School in Vallejo.

Over Two Years of Design & Advocacy

June 2019

Design Process Begins

July 2020

Begin Excellent School Visits; Research Group Convenes

July 2021

Begin Collecting Signatures

Dec 2021

Staff Findings
VCUSD Vote

Sept 2021

Petition Filed

2019

2020

2021

April 2020

Design Committee Synthesis

Jan 2021

Begin Drafting Petition

Nov 2021

Public Hearing

Tonight is the culmination of a two-and a half-year long community project, during which we have held dozens of planning sessions, spent countless hours developing a plan for the school, gathered community feedback on our plan, and submitted our petition. We've been humbled by the outpouring of community support for the school and the enthusiasm from families leading up to tonight's decision. This is an incredibly important night for them as they look to see Caliber High School open next year.

I'll hand it over to Asha Canady.

I am so proud to be able to advocate tonight for a school that has been dreamed up by the very people it intends to serve. [Vallejo families have been counting on us for two years to make this happen, and now they're counting on you to support it.](#)

Designing for Confidence and Competence



As you'll recall, the Caliber High School model was driven by Caliber students, families and staff - and then underpinned by the latest in education research and best practices from top public high schools in the US. [Vallejo families asked for a high school that walks the talk on social-emotional learning, maintains excellent academic expectations, and primes our young people for a life of community leadership.](#) They identified these principles in June 2019, and they feel more relevant now than ever. As a result, we have received tremendous support from [Vallejo community leaders, and 645 future Caliber High School families and staff members.](#) This petition, as this high school, **is truly home-grown.**

Staff Review: Findings of Fact

- ✓ The Petition presents a sound educational program
- ✓ The petitioners are demonstrably likely to successfully implement the program
- ✓ The Petition contains required declarations
- ✓ The Petition contains reasonably comprehensive descriptions of the required elements

“...the Petition, as presented, meets the minimum legal standards under the Education Code to qualify for approval for the requested five-year term.”

We are grateful to the District review team for their honest and thorough assessment of the Caliber High School petition. We know that a petition review is a significant undertaking and sincerely appreciate their efforts. We also believe they got it right when they concluded that the Petition meets the standards for approval.



Staff Review: Financial Impact

“... the District’s review team has not included a factual finding to support the denial of the Petition on the basis of ‘fiscal impact.’”

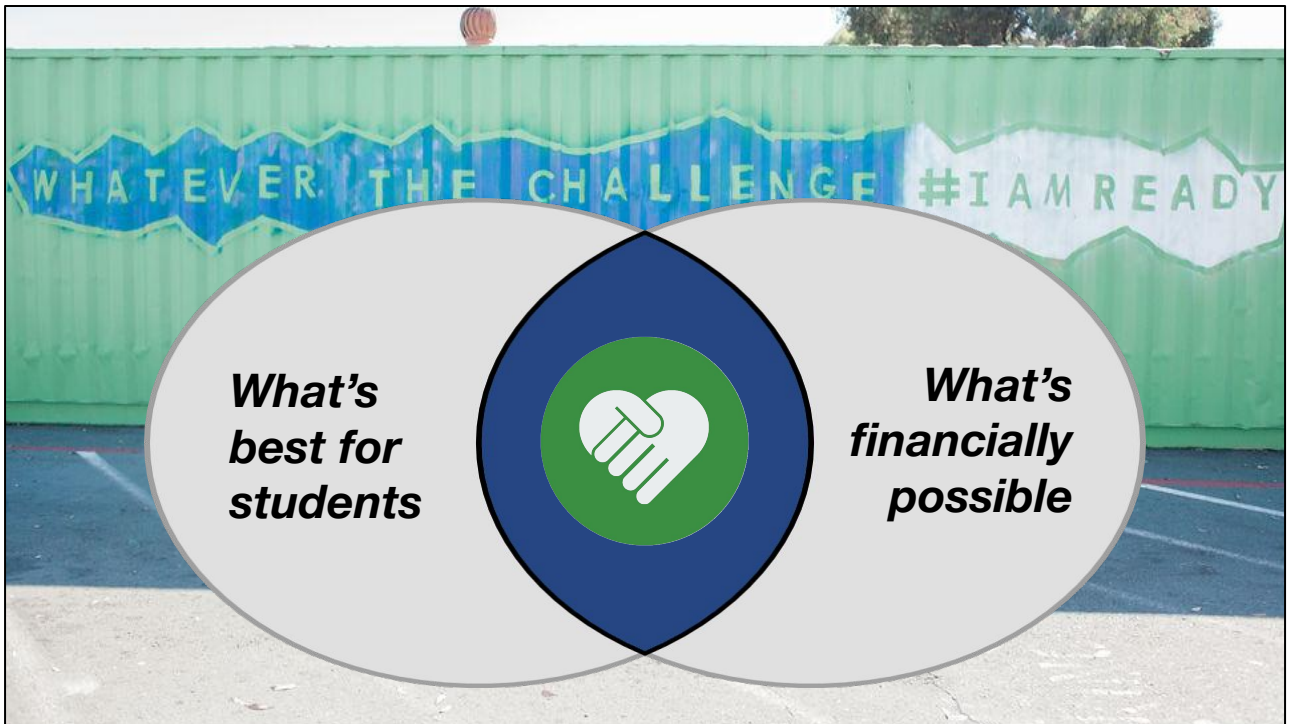
We were also glad to see the review team objectively address the question of the District’s ability to financially absorb the impact of Caliber High School. The District staff evaluated the question of fiscal impact and **explicitly elected not to include a factual finding to support the denial of the petition on the basis of fiscal impact.**

We know how deeply invested you are in what is best for Vallejo’s young people, and we are gratified by the moments **when you have seen us as your partners in this work.** Right now, the stakes for public education seem like they’ve never been higher - and we owe it to Vallejo’s students to offer them our best.

Caliber: Meeting the Moment



Caliber has been an anchor for many Vallejo families throughout this pandemic year because we met families and students where they were at, and we didn't let go of our high expectations or our commitments to community. And in a year where student learning and communities were disrupted we were able to lean into our values on relationships and stem the tide of learning loss. This same spirit is built into the Caliber High School program. We believe that this is at the heart of why you've witnessed such an outpouring of support for this high school. We have designed this program to meet our students where they are at, while propelling them to where we know they can be.



We know all too well that sometimes in public education it can feel like we can *either* do what's best for students *or* fall back on what's fiscally possible. **Rarely do we operate in a world of abundance. Rarely do we have the opportunity that we have right now - the opportunity to support a new and exciting learning opportunity without materially impacting the bottom line.** In the wake of a year when the stakes seem like they have never been higher, this is our chance **to do the most we can for our students and families.**

Our families know it, District Staff knows it, and our students know it -- Caliber High School will be an excellent school and it should be able to open in 2022.

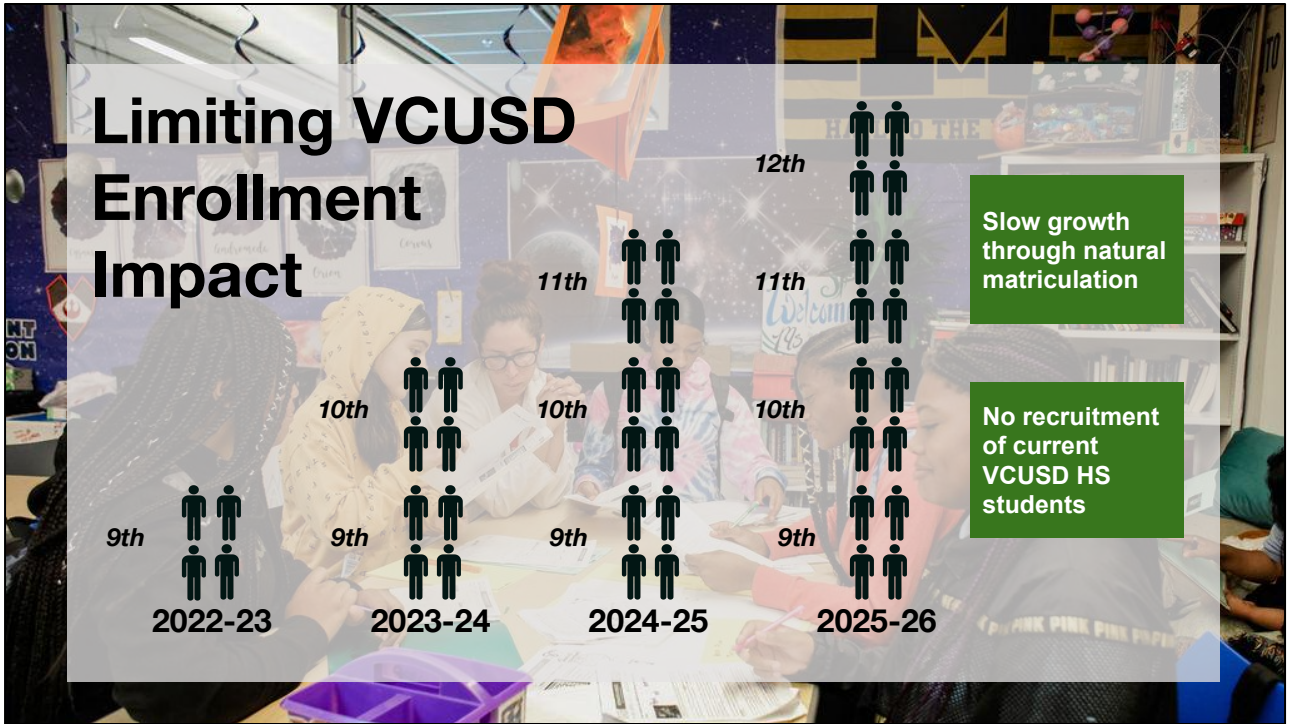
That said, and because the materials for tonight's meeting tee up the question of the fiscal impact of this new school on the District, we wanted to have Markus Mullarkey, Caliber's President, address that question directly for you.

[Markus]

Thanks Asha,

I want to first acknowledge that I see why this may feel like a challenging decision for you as Board members. I trust that you want to support all of the students and families who are asking for this school. And I hope you concur with your staff's conclusions about the strength of our plan and likelihood of success. At the same time, as we heard earlier tonight, I know you're wrestling with budget realities and juggling financial obligations. So I wouldn't be surprised if some of you fear that there is a big tradeoff here.

If that's the case, I have good news. Namely, that there's ample evidence that you don't have to choose between supporting what these students and families are asking for and protecting the District's bottom line. You can achieve both at the same time, and I'd like to share why...



For starters, I'd ask you to recognize that the potential impact a new high school would have on the district's enrollment will be much smaller than the full enrollment of the school. In fact, our plans were **intentionally designed to minimize the enrollment impact on the District**. As you see in our petition, the plan is to grow through matriculation, beginning with only a 9th grade class in the fall of 2022, and growing slowly over the next few years. To be clear, the school **will not recruit any current VCUSD high school students**, and will not "take away" or undermine any revenue that you currently expect to receive from those students.

Limiting VCUSD Enrollment Impact

*Caliber focused
on students
who don't
impact VCUSD
finances*

VCUSD-Operated Schools
37.6%

VCUSD-Authorized Charters
34.7%

Left VCUSD System
27.7%

Source: ChangeMakers
2020 8th Grade Class

Also, as many of us are keenly aware, many VCUSD elementary students already elect not to attend District high schools. In fact, roughly **two-thirds** of graduating 8th graders from ChangeMakers Academy have historically elected to enroll in charter high schools, private schools, or to go to neighboring District schools. It would be a radical over-statement to assume that all students enrolled at a Caliber High School would be students who would otherwise enroll in the District's high schools. **Because most of the students that we intend to enroll would not otherwise attend a District High School, they do not represent a loss in potential revenue to the District.** So you can approve this petition knowing that the impact on District enrollment does not jeopardize your long-term financial stability.

VCUSD's State Bailout Nearing Completion

VCUSD Bailout

District accepts initial \$50M in loans

State Control Ends

State Administrator departs, VCUSD regains control

Loan Maturity

Final payments August 2024

2004

2007

2013

2021

2024

Trustee Appointed

District accepts final \$10M in loans

> 80% Repaid

\$10.8 million balance due

One specific concern cited tonight has been the possibility that the new school would impact the District's ability to fulfill its loan commitments to the State. **It will not, for two reasons:**

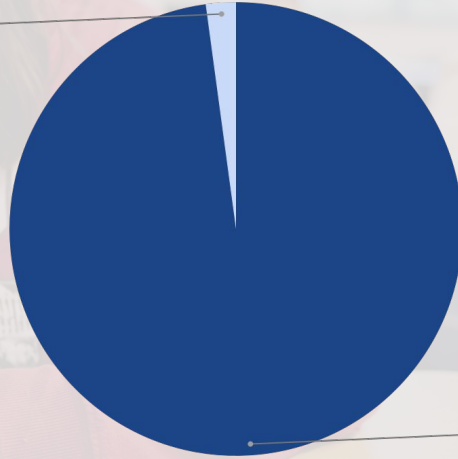
First, these commitments are over 80% completed already and they're due to be fulfilled by 2024. The Caliber high school will only be half enrolled at that point, and the District's first interim budget forecast doesn't raise any questions during that time frame.

Charter Revenue Impact Is Minimal

*Comparing projected
Caliber High School
and VCUSD revenues*

(July 2022-December 2024)

Charter Revenue
2.1%



District Revenue
97.9%

Second, the proposed school's revenue between now and the loan maturity is only 2% of the District's revenue during the same period (based on the financials in our petition and the First Interim budget you just adopted). Even if you assume that **all** of the charter's revenue is coming at the expense of the District (and we've already demonstrated that it isn't), this is a tiny percentage that will not be the difference in the District's ability to fulfill its obligations. **So you can safely approve this petition without jeopardizing your loan commitments.**

Stronger LCFF Revenue Outlook

Big uptick in LCFF COLA relative to summer budget

	2021-22	2022-23	2023-24
Summer Budget Act	5.07%	2.48%	3.11%
November LAO Forecast	5.07%	5.35%	3.50%
Increase		+2.87%	+0.39%



Legislative Analyst's Office

The California Legislature's Nonpartisan Fiscal and Policy Advisor

The 2022-23 Budget:

**Fiscal Outlook for Schools and
Community Colleges**

More important than either of these considerations, however, is that the District is actually far better poised to absorb any fiscal impact than is indicated in its current forecast or in the first interim update provided by staff tonight. We weren't afforded enough time to do a full analysis of the report prior to tonight's meeting, but one thing that jumps out to me is that it elects **not** to take into account recent forecasts from the State that indicate a much rosier fiscal future than what staff is assuming. The Legislative Analyst's Office released a report last month that forecasts an unprecedented amount of good news for California school finances — **none of which is included in the District's first interim budget report**. Which means that it understates the strength of the District's likely financial future.

For starters, the LAO has more than doubled its forecast of the LCFF COLA for next year and increased their forecast for the year after as well. Factoring in the LAO's forecasted COLA will have a multi-million dollar positive impact on the District's finances.

Additional Funding Expected

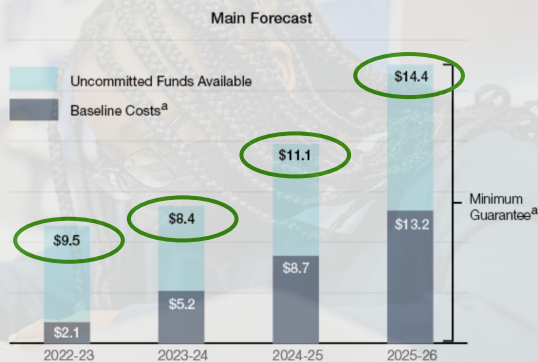
LAO Legislative Analyst's Office
The California Legislature's Nonpartisan Fiscal and Policy Advisor

***“Surge in School Funding
Projected in Upcoming Budget Cycle”***

***“Proposition 98 Guarantee
Revised Up Significantly”***

***“This estimate of available funding
exceeds the amount of new funding
in any previous outlook report
our office has produced”***

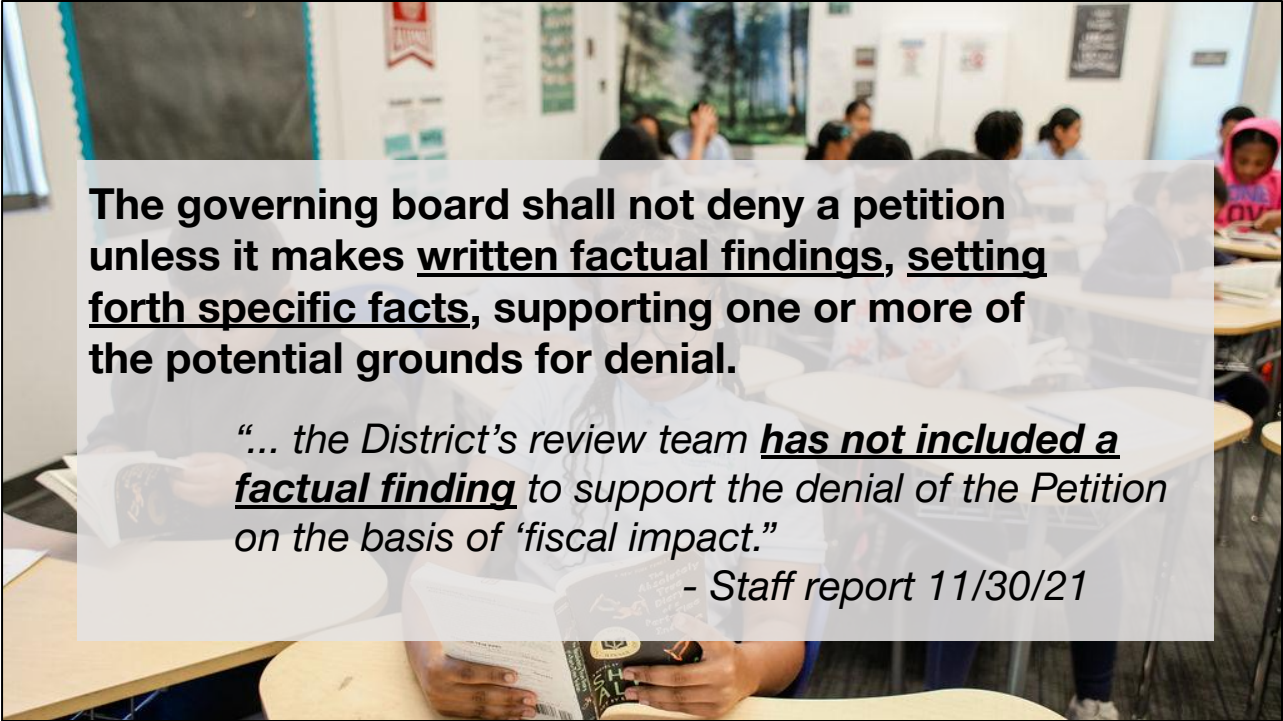
Proposition 98 Funding and Costs Under Main Forecast (In Billions)



Average of \$10.85 Billion per year

Even more impactful than that is that the LAO forecasts \$10 plus billion dollars per year in increased funding above and beyond the LCFF increase. When I said before that this is an unprecedented amount of good news, I'm not exaggerating. The LAO report specifically says that the estimate of available funding **“exceeds the amount of new funding in any previous outlook report our office has produced.”** And this money cannot be redirected away from education. It is money the state is **required to spend on education under the Prop 98 guarantee**. I was in meetings with other CBOs last week and they were all talking about this as the biggest expansion of TK-12 Education funding they've ever seen.

How much will this help the District? Even if VCUSD only receives its simple “fair share” of this funding, it will result in more than \$15 million per year in additional funding. And the likelihood is that the State will continue to disproportionately steer the money to communities like ours that have the highest needs. This amount of new funding should easily **remove any lingering fiscal concern about approving the school our families are requesting.**

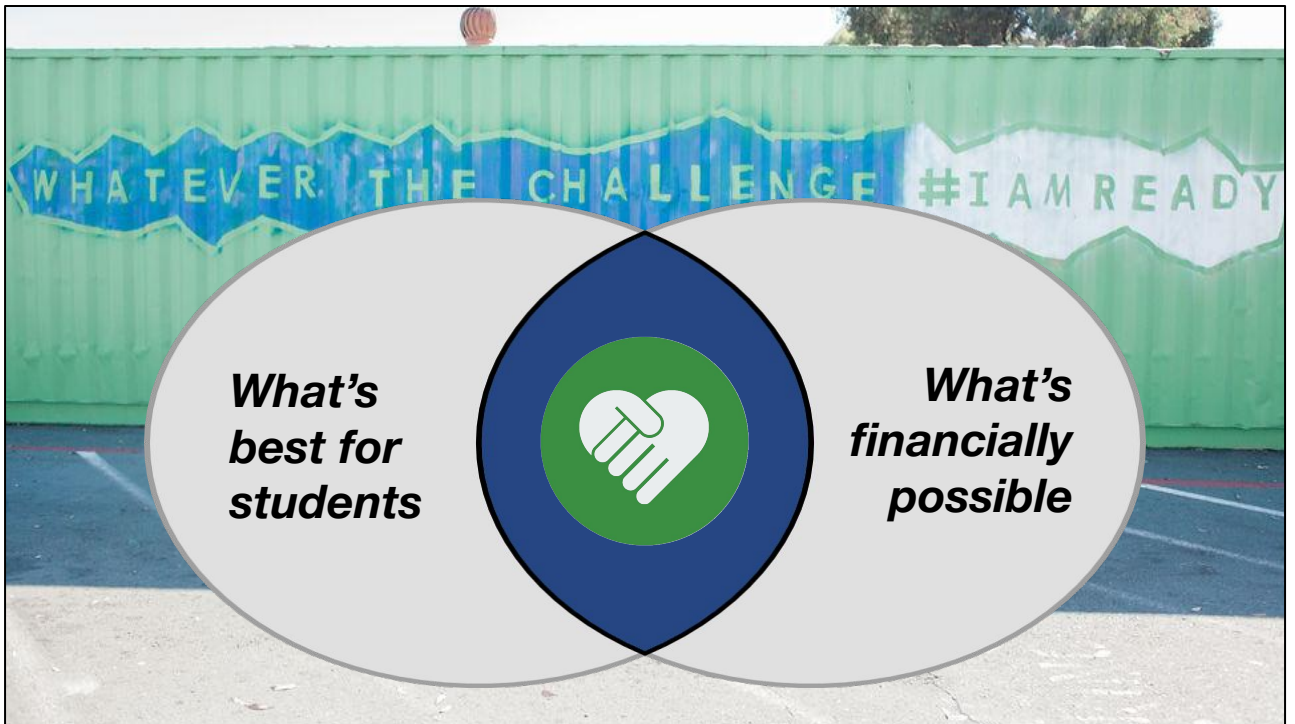


The governing board shall not deny a petition unless it makes written factual findings, setting forth specific facts, supporting one or more of the potential grounds for denial.

*“... the District’s review team **has not included a factual finding** to support the denial of the Petition on the basis of ‘fiscal impact.’”*

- Staff report 11/30/21

One last point before I hand it back to [Asha]... I’d be remiss if I didn’t formally register a concern that it would be procedurally questionable for the Board to adopt a new finding as a basis for denial at this point in the review process. Ed Code requires that written findings be provided 15 days prior to a petition vote and that they set forth specific facts supporting the denial. That hasn’t happened. To the contrary, the staff report explicitly elected NOT to include any such a finding.



In summary, we believe that the District staff report was on the mark in recognizing there is not a factual basis for a denial on fiscal grounds, especially when you factor in the latest economic forecasts from the State that show an unprecedented, positive financial outlook for CA schools.

As I said at the beginning, you don't have to choose between approving this high quality new school and protecting the District's bottom line. You can do both!

Asha...

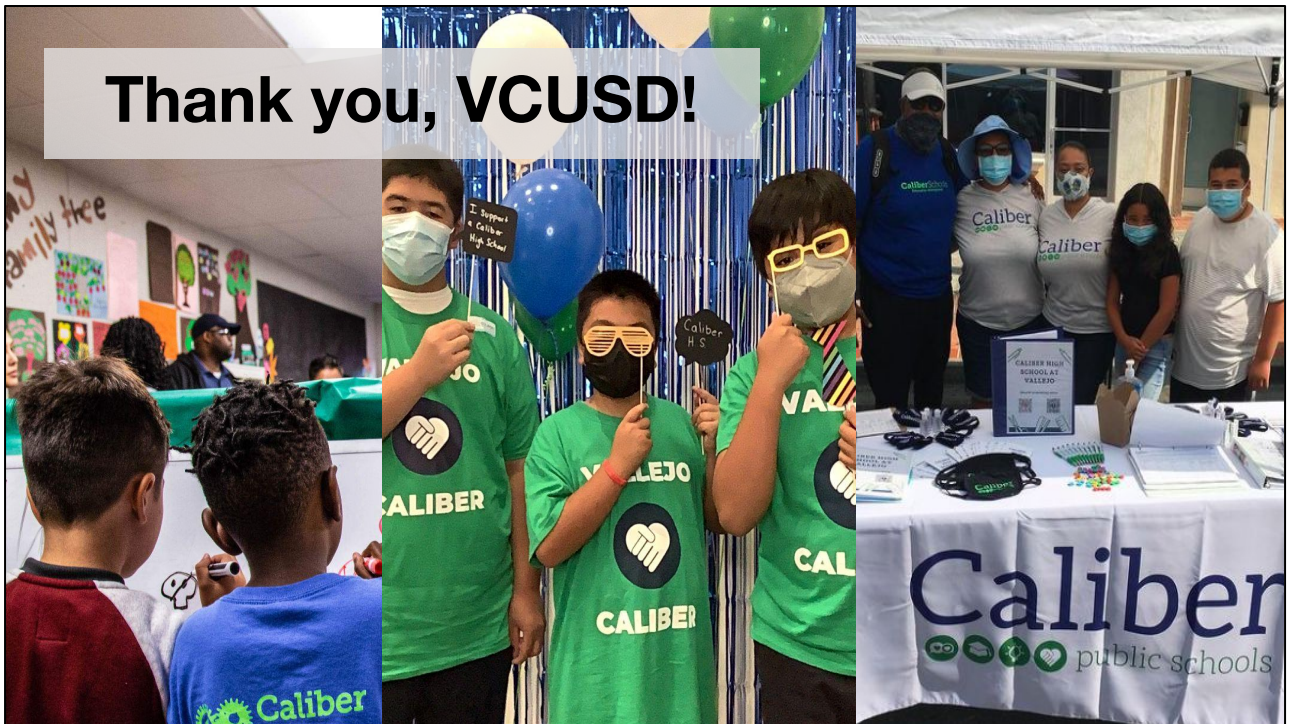


[Back to Asha]

In conclusion, I'd like to bring this back to the reason we're really all here tonight, and that's the students you see here. We have a collective responsibility to do what is best for the students and families of Vallejo, and tonight we have the opportunity to provide the excellent high school that they're asking for.

So on behalf of the 645 families and future staff members who signed the petition, we request that you follow the staff's findings in recognizing the strength of this petition and approve Caliber High School.

[Now I'll hand it back to Terence]



Thank you, VCUSD!

[Terence] Let me speak from the heart.

Thank you for your time tonight. We are very grateful to the District Staff for their partnership and professionalism throughout this process. They are wonderful partners in this work.

It doesn't seem like this is a question of whether this is good for the students and families. We hope we've demonstrated to you that you can do both the right thing and not impact on District finances.

We are available to answer any questions you may have about our presentation or the petition itself.

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE VALLEJO CITY UNIFIED SCHOOL DISTRICT**

Resolution No. 2997

**Resolution to Approve the Charter Petition to Establish
Caliber: High School**

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. §§11960 *et seq.*);

WHEREAS, on September 8, 2021, the Vallejo City Unified School District (“District”) received a charter petition (“Petition”) to establish the Caliber: High School;

WHEREAS, a public hearing on the Petition was held on November 3, 2021, at which time the Board of Trustees of the District (“Board”) considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents/guardians;

WHEREAS, the Board published the District staff’s findings of fact and recommendation regarding the Petition on November 30, 2021 (“Staff Report”), a copy of which is attached hereto as Exhibit A and incorporated herein by reference;

WHEREAS, the Board has convened on December 15, 2021 to consider the admissions preferences described in the Petition and to decide whether to grant or deny the Petition;

WHEREAS, the governing board of a school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605.
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.

6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school.

WHEREAS, the District has conducted an extensive review and analysis of the Petition, as well as the legal grounds articulated in the Education Code for purposes of determining whether the Petition meets the minimum standards for approval, including the consideration of the potential fiscal impact on the District if the Petition is approved;

WHEREAS, the District is currently under state receivership and may evaluate the extent to which it is not in a position to absorb the fiscal impact of Caliber: High School;

WHEREAS, although there could likely be an adverse financial impact on the District due to the loss of student enrollment, the District cannot ascertain at this time, based on its review of this specific Petition, whether the fiscal impact would be material to the District;

WHEREAS, although the District has concerns about the potentially adverse fiscal impact on the District if the Petition is approved, District staff has determined, as detailed in the Staff Report, that the Petition is reasonably comprehensive and meets the minimum Education Code requirements for approval of the requested five-year charter term, from July 1, 2022 through June 30, 2027.

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the Vallejo City Unified School District does resolve, determine, and order the following:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has considered the Petition, including the findings of fact and potentially adverse fiscal impacts on the District, as detailed in the Staff Report posted on November 30, 2021 and attached as Exhibit A.
3. The Board has considered, and approves of, the admissions preferences described in the Petition.
4. The Board hereby approves the Petition to establish the Caliber: High School for a five-year term, beginning on July 1, 2022 and ending on June 30, 2027.
5. The Superintendent or his designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

PASSED AND ADOPTED by the Board of Trustees on December 15, 2021 at a duly noticed meeting by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, _____, Clerk of the Board of Trustees of the Vallejo City Unified School District, County of Solano, State of California, do hereby certify that the foregoing Resolution was duly introduced, passed, and adopted by the Board at a meeting thereof held on December 15, 2021 by a vote of _____ to _____.

IN WITNESS THEREOF, I have hereto set my hand this 15th day of December, 2021.

Clerk of the Board of Trustees

Exhibit A

VALLEJO CITY UNIFIED SCHOOL DISTRICT STAFF REPORT, PROPOSED FINDINGS OF FACT & RECOMMENDATION CONCERNING CALIBER: HIGH SCHOOL CHARTER PETITION

Date Posted: November 30, 2021

The following provides a summary of the Vallejo City Unified School District's ("District") staff report, proposed findings of fact, and recommendation concerning the Caliber: High School charter petition ("Petition").

Introduction and Procedural Background

On September 8, 2021, Caliber Public Schools (or "Petitioners") submitted the Petition to the District to establish Caliber: High School ("Charter School"), along with a signed certification from Terence Johnson, Lead Petitioner, deeming the Petition to be complete. Petitioners seek the approval of the Petition by the District's Board of Trustees ("Board") for a five-year charter term that would begin on July 1, 2022 and end on June 30, 2027.

Petitioners currently operate Caliber: ChangeMakers Academy under the District's authorization for students in transitional kindergarten through eighth grade. Petitioners now desire to establish a classroom-based high school program for students in ninth through twelfth grade. According to the Petition and the District's communications with Petitioners, the intention is to create a charter school high school for students enrolled in Caliber ChangeMakers Academy who will matriculate to ninth grade.

The Petition indicates that the Charter School would phase in one grade level each year, with 150 students per grade level. The following chart provides a breakdown of the Charter School's student enrollment projections for the proposed five-year term:

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
9	150	150	150	150	150
10		150	150	150	150
11			150	150	150
12				150	150

On November 3, 2021, the District's Board held a public hearing to determine the level of support for the Petition by teachers, other District employees, and parents/guardians.

On December 15, 2021, the District's Board will hold a public hearing during which it will consider the admissions preferences in the Petition and will take action to either approve or deny the Petition.¹

Executive Summary and Fiscal Considerations

District staff, in consultation with legal counsel, has conducted an extensive analysis of the Petition and its accompanying exhibits. The District's review team also carefully evaluated the legal grounds articulated in the Education Code for purposes of determining whether the Petition meets the minimum standards for approval, including consideration of the potential fiscal impact on the District if the Petition is granted.

Currently, the District is under state receivership; therefore, the District may evaluate the extent to which it is not in a position to absorb the fiscal impact of the proposed Charter School. (Educ. Code § 47605(c)(8).) Petitioners have stated that the charter high school is designed to primarily accommodate Caliber students who are enrolled in eighth grade and will be promoted to ninth grade. Since additional space would be available to other non-Caliber students who desire to enroll in the Charter School, it is likely—if not inevitable—that the District would experience a loss of student enrollment from its high schools that would continue over the Charter School's five-year term. As a school district funded under the Local Control Funding Formula ("LCFF"), the District's funding is dependent upon its student enrollment. For every student who enrolls in the Charter School that would otherwise be attending a District high school, the District would suffer a commensurate loss of state apportionment funding. A reduction in state funding could undermine the District's ability to build new programs and improve existing resources that are critical for the District's high school population. Therefore, it would be difficult to conclude that the approval of the Petition would have no adverse financial impact on the District.

While District staff has concerns about the potentially adverse fiscal impact on the District if the Board were to approve the Petition, the extent to which the fiscal impact would be material to the District remains difficult to quantify at this time. Because it is unknown, at this point, how many students from Caliber: ChangeMakers Academy, other charter schools, private schools, homeschool programs, and/or District middle schools would enroll in the Charter School, the District cannot fully evaluate the amount of state apportionment funding it would lose. For this reason, the District's review team has not included a factual finding to support the denial of the Petition on the basis of "fiscal impact."

Notwithstanding the fiscal concerns detailed above, based on a totality of the circumstances, District staff has determined that the Petition is reasonably comprehensive and meets the minimum Education Code requirements for approval of the requested five-year term, beginning on July 1, 2022 and ending on June 30, 2027.

¹ The parties mutually agreed in writing to a short extension of the 90-day timeline for the District's Board to hold the second public hearing from December 7, 2021 to December 15, 2021.

Legal Requirements for the Establishment of a Charter School

The consideration of a petition to establish a charter school requires the District to determine whether the petition meets the standards and criteria set forth in Education Code section 47605. Specifically, under Education Code section 47605(c), in reviewing petitions for the establishment of charter schools, the governing board of a school district shall grant a charter for the operation of a charter school if it is satisfied that approving the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board shall also consider the academic needs of the students that the charter school proposes to serve. The governing board of the school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following denial findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605.
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school.

An analysis of this information is provided below and includes District staff's corresponding findings of fact.

Findings of Fact

The District's review team performed a comprehensive review of the Petition, which included an analysis of the proposed Charter School's educational program, measurable student outcomes, and methods for measuring student progress, fiscal and governance structures, student admissions, and legal issues. Overall, the Petition presents a sound educational program, the Petitioners are demonstrably likely to successfully implement the proposed Charter School, and the Petition generally includes reasonably comprehensive descriptions of the required legal elements under the Education Code.

Below, District staff presents its findings of fact addressing the general categories of review for the Petition. It is important to note that, based on District staff's determination that the Petition generally includes reasonably comprehensive descriptions of the required charter elements, as well as additional information on its operations, fiscal practices and protocols, and other components, the details included in the following set of findings are intended to be illustrative, not exhaustive, of Petitioners' compliance with the charter petition requirements, unless otherwise noted.

Finding of Fact No. 1: The Petition presents a sound educational program for the students enrolled in the Charter School.

The Petition demonstrates that the proposed program is consistent with sound educational practice. The mission of the proposed Charter School is to achieve educational equity by ensuring that students graduate with academic skills to be successful in college, have a plan for college and career that is informed by self-knowledge and knowledge of the world, develop a deep understanding of the value of community, and acquire leadership skills to adapt and relate to an evolving world.

The Petition provides that the Charter School would teach students core skills directly, while also incorporating projects so that students learn to collaborate and apply their knowledge and skills to address real-world issues. Further, the Charter School would have a complete social-emotional learning scope and sequence for all students in grades 9 through 12, as well as community partnerships that would serve a central role in the Charter School's graduation requirements. The Petition states that Petitioners honor the work of the District and have designed a high school program "aligning to the District's mission to provide equity, excellence, educational effectiveness and economic sustainability, by prioritizing safety, strong family-school partnerships, and high academic standards."

The Petition details multiple programs and approaches that the Charter School would implement related to curriculum and instruction, college and career readiness, and social-emotional learning. With respect to teaching methodologies, the Charter School would implement Universal Design for Learning, which is described in the Petition as an approach to instruction that provides every student with the opportunity to succeed and is focused on three main principles: engagement, representation, and action/expression. This approach allows for a range of methods and activities to be utilized for purposes of advancing learning, including inquiry, investigations, reading, and accompanying supports.

In developing its educational model, Petitioners analyzed academic achievement outcomes for Vallejo high schools, received feedback as part of a community design process, and tailored the proposed Charter School program to address the following:

1. Student academic achievement in English-Language Arts and mathematics in which students would have access to a standards-based curriculum, intervention programs and specialized course placement, tutoring, summer school programming, and mentoring opportunities.
2. Increased college eligibility, with a focus on completion of A-G course completion, college and career counseling, intervention programs and specialized course placement, tutoring, and adoption of College and Career Readiness Standards in addition to Common Core State Standards, among others.
3. Increased graduation rates in which students would receive mentoring, college and career counseling, focused instruction of academic habits through grade level teams, social-emotional learning and culturally-responsive teaching, a restorative discipline model, college and career experiences, summer school programming, tutoring and office hours, and other supports.
4. Decreased suspensions, with a focus on mentoring opportunities, close relationships with adults and students fostered through advisory and school culture, proactive trauma-informed care from licensed clinicians and social workers, and other components.
5. Community-based leadership, with a focus on mentoring, social-emotional learning, support in finding opportunities to stay engaged with school or a community summer program between academic years, and personal plans for progress in advisory in which students revisit their college and career goals.

The Petition indicates that everything from the selection of curriculum in the core content areas to the composition of the Charter School's on-site clinical team was designed based on scholarly research and the founding team's observation and collaborations with high-performing public high schools in the United States.

District staff finds the proposed educational model to be sound and designed in a manner that promotes student academic achievement and performance, as well as social-emotional learning and growth. The District, notes, however, that some of the Petitioners' program designs closely resemble District-wide high school initiatives that are articulated in the District's LCAP, Guardrails, and other written plans. In addition, although the Petition states that "[t]here is no current community high school option in Vallejo that places an emphasis on social-emotional learning as the tool for academic achievement," it is important to recognize that the District has diligently worked to strengthen the Multi-Tiered System of Support ("MTSS") framework across the K-12 grade level continuum. For the 2021-22 school year, the District's main focus areas

include providing student support and intervention services in academics, student behavior, social emotional learning, and attendance. Current District programs include Positive Behavior Intervention and Supports ("PBIS"), Restorative Practices ("RP"), Culturally-Responsive Teaching "CRT"), and Collaborative for Academic, Social, and Emotional Learning ("CASEL") standards implementation. Further, the District is exploring the addition of an advisory period to the current high school bell schedules as a means to provide social-emotional learning and college and career readiness activities for students.

Although the Petition touts the use of various programs and supports which are not unique to the Charter School and are already being implemented by the District, District staff nevertheless finds that the Petition presents a sound educational model designed to meet the needs of high school students.

Finding of Fact No. 2: The Petitioners are demonstrably likely to successfully implement the program.

Petitioners have been operating Caliber: ChangeMakers Academy, a TK-8 charter school program under the District's authorization, since 2016. Since the charter school's establishment, the District has maintained a positive relationship with Petitioners and has not identified any significant charter oversight or operational/fiscal issues.

The District reviewed Caliber: ChangeMakers Academy's performance on the California School Dashboard during past academic years and has found that, overall, the charter school has demonstrated increased proficiency among its student groups in English-Language Arts and mathematics on the California Assessment of Student Performance and Progress ("CAASPP"). In addition, based on the District's ongoing charter oversight of Caliber: ChangeMakers Academy, as well as information concerning the Charter School's founders and board members, the District finds that governance and leadership teams have sufficient background, knowledge, and experience in critical areas (e.g., education, finance, personnel, operations, etc.) to successfully operate the Charter School and implement the proposed educational program.

Additionally, the District's review team conducted an analysis of the financial documents included with the Petition, including the multi-year budget, cash flow documentation, and budget assumptions. Based on this review, the Petitioners have presented a financial plan indicating that the Charter School would be fiscally sustainable. The District notes, however, that the budget includes an allocation of lottery funds for the Charter School during the 2022-23 fiscal year, which is not available in the first year of operation. Nevertheless, even if the funding had been excluded, such a reduction would not have a negative financial impact on the proposed budget.

Overall, District staff has determined that the Petitioners appear demonstrably likely to successfully implement the proposed charter program. The Petitioners have a history of operating a successful TK-8 charter school that is currently authorized by the District, the Petition is largely comprehensive and demonstrates the Petitioners' understanding of the laws

applicable to charter schools and practices for addressing the educational and social-emotional needs of students, the Petitioners have sufficient background and experience in operating a charter school, and the proposed financial plan and accompanying projections/assumptions appear realistic and reasonable.

Finding of Fact No. 4: The Petition contains the required number of signatures.

The Petition states that the Charter School expects to enroll approximately 150 students in its first year of operation. Therefore, the Petition would need to contain either (1) at least 75 signatures of parents/guardians who are meaningfully interested in enrolling their grade-level eligible students in the Charter School, or (2) at least four signatures of teachers who are meaningfully interested in teaching at the Charter School.

The Petition includes 109 signatures of parents/guardians meaningfully interested in enrolling their ninth grade students in the Charter School for the 2022-23 school year. In addition, the Petition includes signatures for eleven teachers meaningfully interested in teaching at the Charter School. Therefore, the Petitioners have met this requirement.

Finding of Fact No. 3: The Petition contains an affirmation of each of the required conditions.

The Petition includes all required affirmations and assurances of the required conditions.

Finding of Fact No. 4: The Petition provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605.

Based on an analysis of the Petition by the District's review team, the Petition generally provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605 to qualify for approval. The District notes there are a few items that are not included, lacking in detail, or in need of modification. However, District staff did not find these deficiencies to be sufficiently noteworthy to warrant a potential denial finding. If the Petition is approved, these items can be addressed in a memorandum of understanding ("MOU") between the parties and as part of the District's focused monitoring and oversight of the Charter School. For reference purposes, the District has identified the deficient items below:

- a. **Educational Program.** The Charter School's proposed odd/even block schedule requires a slight adjustment. Specifically, the "Anchor Day" schedule needs to be modified to reflect the proper start and end times.
- b. **Measurable Student Outcomes.** The measurable student outcomes described in the Petition are aligned with the California School Dashboard and the LCFF. However, there was no direct reference to the College and Career Indicator. Considering that the Petitioners place a strong emphasis on college preparation,

the District would expect the Petition to include a more robust and comprehensive description of the Charter School's student goals and outcomes for career readiness. The District also notes that, generally, the proposed goals and expectations of students seem very ambitious. While this is a laudable objective, ongoing examination of student performance data must occur to determine program effectiveness and whether modifications to the Charter School's measurable outcomes may be needed to more closely align to student progress and achievement.

- c. **Health and Safety Procedures.** The Petition does not appear to include any affirmative statement or description of the Charter School's obligation to comply with the requirements of Education Code section 221.61 addressing the rights of a student and the public, and the responsibilities of the Charter School, under Title IX.
- d. **Balance of Students from Different Subgroups.** The Petition includes general statements about attracting/recruiting English Learners and students with disabilities. The District recommends that the commitment to, and reassurance of, racial, gender, and socioeconomic equity should be strongly emphasized. In addition, the Charter School should also ensure that its educational opportunities and supports extend to homeless students and foster youth.

Finding of Fact No. 5: The Petition includes a declaration of whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School.

The Petition confirms that Caliber Public Schools, the nonprofit corporation that would operate the Charter School, shall serve as the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.

Finding of Fact No. 6: The Petition satisfies other key areas related to the operations and other potential effects of the Charter School.

The Petition addresses the operational and other potential effects of the Charter School, including the acknowledgement that the District shall not be responsible for the debts and obligations of the Charter School, or for claims arising out of the performance of acts, errors, or omissions by the Charter School, if the District meets its oversight obligations.

Conclusion/Recommendation

Based on the above findings of fact, the District's review team has concluded that the Petition, as presented, meets the minimum legal standards under the Education Code to qualify for approval for the requested five-year term, beginning on July 1, 2022 through June 30, 2027.

If the District's Board takes action to grant the Petition, District staff will conduct focused monitoring and oversight of the Charter School during its approved charter term to ensure that the Charter School complies with the law and remains accountable and transparent in its educational programming, operations, and fiscal management and practices.

288-21/6233606.1

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE VALLEJO CITY UNIFIED SCHOOL DISTRICT**

Resolution No. 2998

**Resolution to Deny the Charter Petition to Establish
Caliber: High School**

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. §§11960 *et seq.*);

WHEREAS, on September 8, 2021, the Vallejo City Unified School District (“District”) received a charter petition (“Petition”) to establish the Caliber: High School;

WHEREAS, a public hearing on the Petition was held on November 3, 2021, at which time the Board of Trustees of the District (“Board”) considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents/guardians;

WHEREAS, the Board published the District staff’s findings of fact and recommendation regarding the Petition on November 30, 2021 (“Staff Report”), a copy of which is attached hereto as Exhibit A and incorporated herein by reference;

WHEREAS, the Board has convened on December 15, 2021 to consider the admissions preferences described in the Petition and to decide whether to grant or deny the Petition;

WHEREAS, the governing board of a school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605.
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.

6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school.

WHEREAS, the District has conducted an extensive review and analysis of the Petition, as well as the legal grounds articulated in the Education Code for purposes of determining whether the Petition meets the minimum standards for approval, including the consideration of the potential fiscal impact on the District if the Petition is approved;

WHEREAS, the District has been under state receivership since 2004, and a state trustee was appointed to provide direct oversight of the District's finances to ensure solvency and fiscal stability until the District pays off the approximate \$60 million state loan that it was issued;

WHEREAS, there is a significant remaining balance on the state loan for which the District is obligated to make payment the state;

WHEREAS, given the District's status as being under state receivership, the Board may deny a charter petition under Education Code section 47605(c)(8) on the grounds that it is not positioned to absorb the fiscal impact of the proposed Charter School;

WHEREAS, the Board has serious concerns regarding the adverse fiscal impacts on the District that could result if it approves the Petition due to the likelihood that the District will lose student enrollment and the fact that, for every student that enrolls in the Charter School who would otherwise attend a District high school, the District would suffer a commensurate loss of state apportionment funding; and

WHEREAS, a reduction in state funding could undermine the District's ability to build new programs and improve existing resources that are critical for the District's high school population.

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the Vallejo City Unified School District does resolve, determine, and order the following:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has considered the Petition, including the findings of fact and fiscal impact on the District, as detailed in the Staff Report posted on November 30, 2021.
3. The Board has determined that, given the District's status as being under state receivership, and the anticipated loss of student enrollment and funding to the District if

the Petition is approved, the District is not positioned to absorb the fiscal impact of the proposed Charter School.

4. The Board hereby denies the Petition to establish the Caliber: High School pursuant to Education Code section 47605(c)(8).
5. The Superintendent or his designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

PASSED AND ADOPTED by the Board of Trustees on December 15, 2021 at a duly noticed meeting by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, _____, Clerk of the Board of Trustees of the Vallejo City Unified School District, County of Solano, State of California, do hereby certify that the foregoing Resolution was duly introduced, passed, and adopted by the Board at a meeting thereof held on December 15, 2021 by a vote of _____ to _____.

IN WITNESS THEREOF, I have hereto set my hand this 15th day of December, 2021.

Clerk of the Board of Trustees

Exhibit A

VALLEJO CITY UNIFIED SCHOOL DISTRICT STAFF REPORT, PROPOSED FINDINGS OF FACT & RECOMMENDATION CONCERNING CALIBER: HIGH SCHOOL CHARTER PETITION

Date Posted: November 30, 2021

The following provides a summary of the Vallejo City Unified School District's ("District") staff report, proposed findings of fact, and recommendation concerning the Caliber: High School charter petition ("Petition").

Introduction and Procedural Background

On September 8, 2021, Caliber Public Schools (or "Petitioners") submitted the Petition to the District to establish Caliber: High School ("Charter School"), along with a signed certification from Terence Johnson, Lead Petitioner, deeming the Petition to be complete. Petitioners seek the approval of the Petition by the District's Board of Trustees ("Board") for a five-year charter term that would begin on July 1, 2022 and end on June 30, 2027.

Petitioners currently operate Caliber: ChangeMakers Academy under the District's authorization for students in transitional kindergarten through eighth grade. Petitioners now desire to establish a classroom-based high school program for students in ninth through twelfth grade. According to the Petition and the District's communications with Petitioners, the intention is to create a charter school high school for students enrolled in Caliber ChangeMakers Academy who will matriculate to ninth grade.

The Petition indicates that the Charter School would phase in one grade level each year, with 150 students per grade level. The following chart provides a breakdown of the Charter School's student enrollment projections for the proposed five-year term:

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
9	150	150	150	150	150
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11			150	150	150
12				150	150

On November 3, 2021, the District's Board held a public hearing to determine the level of support for the Petition by teachers, other District employees, and parents/guardians.

On December 15, 2021, the District's Board will hold a public hearing during which it will consider the admissions preferences in the Petition and will take action to either approve or deny the Petition.¹

Executive Summary and Fiscal Considerations

District staff, in consultation with legal counsel, has conducted an extensive analysis of the Petition and its accompanying exhibits. The District's review team also carefully evaluated the legal grounds articulated in the Education Code for purposes of determining whether the Petition meets the minimum standards for approval, including consideration of the potential fiscal impact on the District if the Petition is granted.

Currently, the District is under state receivership; therefore, the District may evaluate the extent to which it is not in a position to absorb the fiscal impact of the proposed Charter School. (Educ. Code § 47605(c)(8).) Petitioners have stated that the charter high school is designed to primarily accommodate Caliber students who are enrolled in eighth grade and will be promoted to ninth grade. Since additional space would be available to other non-Caliber students who desire to enroll in the Charter School, it is likely—if not inevitable—that the District would experience a loss of student enrollment from its high schools that would continue over the Charter School's five-year term. As a school district funded under the Local Control Funding Formula ("LCFF"), the District's funding is dependent upon its student enrollment. For every student who enrolls in the Charter School that would otherwise be attending a District high school, the District would suffer a commensurate loss of state apportionment funding. A reduction in state funding could undermine the District's ability to build new programs and improve existing resources that are critical for the District's high school population. Therefore, it would be difficult to conclude that the approval of the Petition would have no adverse financial impact on the District.

While District staff has concerns about the potentially adverse fiscal impact on the District if the Board were to approve the Petition, the extent to which the fiscal impact would be material to the District remains difficult to quantify at this time. Because it is unknown, at this point, how many students from Caliber: ChangeMakers Academy, other charter schools, private schools, homeschool programs, and/or District middle schools would enroll in the Charter School, the District cannot fully evaluate the amount of state apportionment funding it would lose. For this reason, the District's review team has not included a factual finding to support the denial of the Petition on the basis of "fiscal impact."

Notwithstanding the fiscal concerns detailed above, based on a totality of the circumstances, District staff has determined that the Petition is reasonably comprehensive and meets the minimum Education Code requirements for approval of the requested five-year term, beginning on July 1, 2022 and ending on June 30, 2027.

¹ The parties mutually agreed in writing to a short extension of the 90-day timeline for the District's Board to hold the second public hearing from December 7, 2021 to December 15, 2021.

Legal Requirements for the Establishment of a Charter School

The consideration of a petition to establish a charter school requires the District to determine whether the petition meets the standards and criteria set forth in Education Code section 47605. Specifically, under Education Code section 47605(c), in reviewing petitions for the establishment of charter schools, the governing board of a school district shall grant a charter for the operation of a charter school if it is satisfied that approving the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board shall also consider the academic needs of the students that the charter school proposes to serve. The governing board of the school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following denial findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605.
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school.

An analysis of this information is provided below and includes District staff's corresponding findings of fact.

Findings of Fact

The District's review team performed a comprehensive review of the Petition, which included an analysis of the proposed Charter School's educational program, measurable student outcomes, and methods for measuring student progress, fiscal and governance structures, student admissions, and legal issues. Overall, the Petition presents a sound educational program, the Petitioners are demonstrably likely to successfully implement the proposed Charter School, and the Petition generally includes reasonably comprehensive descriptions of the required legal elements under the Education Code.

Below, District staff presents its findings of fact addressing the general categories of review for the Petition. It is important to note that, based on District staff's determination that the Petition generally includes reasonably comprehensive descriptions of the required charter elements, as well as additional information on its operations, fiscal practices and protocols, and other components, the details included in the following set of findings are intended to be illustrative, not exhaustive, of Petitioners' compliance with the charter petition requirements, unless otherwise noted.

Finding of Fact No. 1: The Petition presents a sound educational program for the students enrolled in the Charter School.

The Petition demonstrates that the proposed program is consistent with sound educational practice. The mission of the proposed Charter School is to achieve educational equity by ensuring that students graduate with academic skills to be successful in college, have a plan for college and career that is informed by self-knowledge and knowledge of the world, develop a deep understanding of the value of community, and acquire leadership skills to adapt and relate to an evolving world.

The Petition provides that the Charter School would teach students core skills directly, while also incorporating projects so that students learn to collaborate and apply their knowledge and skills to address real-world issues. Further, the Charter School would have a complete social-emotional learning scope and sequence for all students in grades 9 through 12, as well as community partnerships that would serve a central role in the Charter School's graduation requirements. The Petition states that Petitioners honor the work of the District and have designed a high school program "aligning to the District's mission to provide equity, excellence, educational effectiveness and economic sustainability, by prioritizing safety, strong family-school partnerships, and high academic standards."

The Petition details multiple programs and approaches that the Charter School would implement related to curriculum and instruction, college and career readiness, and social-emotional learning. With respect to teaching methodologies, the Charter School would implement Universal Design for Learning, which is described in the Petition as an approach to instruction that provides every student with the opportunity to succeed and is focused on three main principles: engagement, representation, and action/expression. This approach allows for a range of methods and activities to be utilized for purposes of advancing learning, including inquiry, investigations, reading, and accompanying supports.

In developing its educational model, Petitioners analyzed academic achievement outcomes for Vallejo high schools, received feedback as part of a community design process, and tailored the proposed Charter School program to address the following:

1. Student academic achievement in English-Language Arts and mathematics in which students would have access to a standards-based curriculum, intervention programs and specialized course placement, tutoring, summer school programming, and mentoring opportunities.
2. Increased college eligibility, with a focus on completion of A-G course completion, college and career counseling, intervention programs and specialized course placement, tutoring, and adoption of College and Career Readiness Standards in addition to Common Core State Standards, among others.
3. Increased graduation rates in which students would receive mentoring, college and career counseling, focused instruction of academic habits through grade level teams, social-emotional learning and culturally-responsive teaching, a restorative discipline model, college and career experiences, summer school programming, tutoring and office hours, and other supports.
4. Decreased suspensions, with a focus on mentoring opportunities, close relationships with adults and students fostered through advisory and school culture, proactive trauma-informed care from licensed clinicians and social workers, and other components.
5. Community-based leadership, with a focus on mentoring, social-emotional learning, support in finding opportunities to stay engaged with school or a community summer program between academic years, and personal plans for progress in advisory in which students revisit their college and career goals.

The Petition indicates that everything from the selection of curriculum in the core content areas to the composition of the Charter School's on-site clinical team was designed based on scholarly research and the founding team's observation and collaborations with high-performing public high schools in the United States.

District staff finds the proposed educational model to be sound and designed in a manner that promotes student academic achievement and performance, as well as social-emotional learning and growth. The District, notes, however, that some of the Petitioners' program designs closely resemble District-wide high school initiatives that are articulated in the District's LCAP, Guardrails, and other written plans. In addition, although the Petition states that "[t]here is no current community high school option in Vallejo that places an emphasis on social-emotional learning as the tool for academic achievement," it is important to recognize that the District has diligently worked to strengthen the Multi-Tiered System of Support ("MTSS") framework across the K-12 grade level continuum. For the 2021-22 school year, the District's main focus areas

include providing student support and intervention services in academics, student behavior, social emotional learning, and attendance. Current District programs include Positive Behavior Intervention and Supports (“PBIS”), Restorative Practices (“RP”), Culturally-Responsive Teaching “CRT”), and Collaborative for Academic, Social, and Emotional Learning (“CASEL”) standards implementation. Further, the District is exploring the addition of an advisory period to the current high school bell schedules as a means to provide social-emotional learning and college and career readiness activities for students.

Although the Petition touts the use of various programs and supports which are not unique to the Charter School and are already being implemented by the District, District staff nevertheless finds that the Petition presents a sound educational model designed to meet the needs of high school students.

Finding of Fact No. 2: The Petitioners are demonstrably likely to successfully implement the program.

Petitioners have been operating Caliber: ChangeMakers Academy, a TK-8 charter school program under the District’s authorization, since 2016. Since the charter school’s establishment, the District has maintained a positive relationship with Petitioners and has not identified any significant charter oversight or operational/fiscal issues.

The District reviewed Caliber: ChangeMakers Academy’s performance on the California School Dashboard during past academic years and has found that, overall, the charter school has demonstrated increased proficiency among its student groups in English-Language Arts and mathematics on the California Assessment of Student Performance and Progress (“CAASPP”). In addition, based on the District’s ongoing charter oversight of Caliber: ChangeMakers Academy, as well as information concerning the Charter School’s founders and board members, the District finds that governance and leadership teams have sufficient background, knowledge, and experience in critical areas (e.g., education, finance, personnel, operations, etc.) to successfully operate the Charter School and implement the proposed educational program.

Additionally, the District’s review team conducted an analysis of the financial documents included with the Petition, including the multi-year budget, cash flow documentation, and budget assumptions. Based on this review, the Petitioners have presented a financial plan indicating that the Charter School would be fiscally sustainable. The District notes, however, that the budget includes an allocation of lottery funds for the Charter School during the 2022-23 fiscal year, which is not available in the first year of operation. Nevertheless, even if the funding had been excluded, such a reduction would not have a negative financial impact on the proposed budget.

Overall, District staff has determined that the Petitioners appear demonstrably likely to successfully implement the proposed charter program. The Petitioners have a history of operating a successful TK-8 charter school that is currently authorized by the District, the Petition is largely comprehensive and demonstrates the Petitioners’ understanding of the laws

applicable to charter schools and practices for addressing the educational and social-emotional needs of students, the Petitioners have sufficient background and experience in operating a charter school, and the proposed financial plan and accompanying projections/assumptions appear realistic and reasonable.

Finding of Fact No. 4: The Petition contains the required number of signatures.

The Petition states that the Charter School expects to enroll approximately 150 students in its first year of operation. Therefore, the Petition would need to contain either (1) at least 75 signatures of parents/guardians who are meaningfully interested in enrolling their grade-level eligible students in the Charter School, or (2) at least four signatures of teachers who are meaningfully interested in teaching at the Charter School.

The Petition includes 109 signatures of parents/guardians meaningfully interested in enrolling their ninth grade students in the Charter School for the 2022-23 school year. In addition, the Petition includes signatures for eleven teachers meaningfully interested in teaching at the Charter School. Therefore, the Petitioners have met this requirement.

Finding of Fact No. 3: The Petition contains an affirmation of each of the required conditions.

The Petition includes all required affirmations and assurances of the required conditions.

Finding of Fact No. 4: The Petition provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605.

Based on an analysis of the Petition by the District's review team, the Petition generally provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605 to qualify for approval. The District notes there are a few items that are not included, lacking in detail, or in need of modification. However, District staff did not find these deficiencies to be sufficiently noteworthy to warrant a potential denial finding. If the Petition is approved, these items can be addressed in a memorandum of understanding ("MOU") between the parties and as part of the District's focused monitoring and oversight of the Charter School. For reference purposes, the District has identified the deficient items below:

- a. **Educational Program.** The Charter School's proposed odd/even block schedule requires a slight adjustment. Specifically, the "Anchor Day" schedule needs to be modified to reflect the proper start and end times.
- b. **Measurable Student Outcomes.** The measurable student outcomes described in the Petition are aligned with the California School Dashboard and the LCFF. However, there was no direct reference to the College and Career Indicator. Considering that the Petitioners place a strong emphasis on college preparation,

the District would expect the Petition to include a more robust and comprehensive description of the Charter School's student goals and outcomes for career readiness. The District also notes that, generally, the proposed goals and expectations of students seem very ambitious. While this is a laudable objective, ongoing examination of student performance data must occur to determine program effectiveness and whether modifications to the Charter School's measurable outcomes may be needed to more closely align to student progress and achievement.

- c. **Health and Safety Procedures.** The Petition does not appear to include any affirmative statement or description of the Charter School's obligation to comply with the requirements of Education Code section 221.61 addressing the rights of a student and the public, and the responsibilities of the Charter School, under Title IX.
- d. **Balance of Students from Different Subgroups.** The Petition includes general statements about attracting/recruiting English Learners and students with disabilities. The District recommends that the commitment to, and reassurance of, racial, gender, and socioeconomic equity should be strongly emphasized. In addition, the Charter School should also ensure that its educational opportunities and supports extend to homeless students and foster youth.

Finding of Fact No. 5: The Petition includes a declaration of whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School.

The Petition confirms that Caliber Public Schools, the nonprofit corporation that would operate the Charter School, shall serve as the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.

Finding of Fact No. 6: The Petition satisfies other key areas related to the operations and other potential effects of the Charter School.

The Petition addresses the operational and other potential effects of the Charter School, including the acknowledgement that the District shall not be responsible for the debts and obligations of the Charter School, or for claims arising out of the performance of acts, errors, or omissions by the Charter School, if the District meets its oversight obligations.

Conclusion/Recommendation

Based on the above findings of fact, the District's review team has concluded that the Petition, as presented, meets the minimum legal standards under the Education Code to qualify for approval for the requested five-year term, beginning on July 1, 2022 through June 30, 2027.

If the District's Board takes action to grant the Petition, District staff will conduct focused monitoring and oversight of the Charter School during its approved charter term to ensure that the Charter School complies with the law and remains accountable and transparent in its educational programming, operations, and fiscal management and practices.

288-21/6233606.1



JANUARY 14, 2022

Via: Hand Delivery

Lisette Estrella-Henderson, Superintendent
Solano County Office of Education
5100 Business Center Drive
Fairfield, CA 94534-1658

Re: Caliber: High School Description of Changes to the Charter Petition To Reflect the County Board as the Chartering Authority

Dear Superintendent Estrella-Henderson:

The Caliber: High School (the "Charter School") charter petition (the "Petition") was submitted to the Vallejo City Unified School District (the "District") on September 8, 2021. The District Board voted to deny the Petition on December 15, 2021.

The Charter School respectfully submits its Petition to the Solano County Board of Education (the "County"). We have listed below the relevant and appropriate changes to the Petition, which are necessary to reflect approval by the County:

1. Chartering Authority

Any text referring to the Vallejo City Unified School District, VCUSD, or the District as the chartering authority would be revised to read "Solano County Board of Education," "Solano County Office of Education," "SCBOE," "SCOE," or the "County."

2. Compliance with County Board Policy and Memorandum of Understanding

Any language inconsistent, or potentially inconsistent, with County Board Policy or the County's charter school Memorandum of Understanding will be discussed among the parties to agree to a cure.

* * *

We will make every effort to submit any supplemental documentation that the County may request in a timely manner. We look forward to working with the County Board and the Solano County Office of Education during consideration of the Petition. Please feel free to contact me at terence@caliberschools.org or (901) 826-3484 if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Terence Johnson".

Terence Johnson
CEO, Caliber Public Schools

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

California Code of Regulations, Title 5, Section 11967(b)(3)

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education. See Education Code Section 47605(k)(1). As per former Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(k)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

Subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to a county board of education.


The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Terence Johnson, CEO

Signature: 

Date: January 14, 2022

School Name: Caliber: High School

